

THE NEW CITY ENGLISH BOOKS

FIFTH YEAR

BY

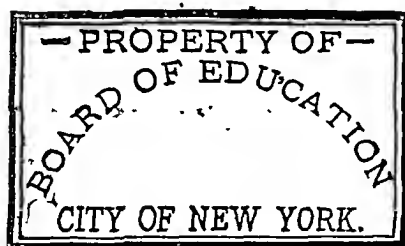
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AND
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PREFACE

The aim of this book is to offer the teacher a practical aid in solving the language difficulties of the city child. This is accomplished both by constructive and by corrective measures. The following features of the book will be found especially helpful:

1. Definite standards are set up to be achieved in each grade in oral as well as in written work. At the very outset the pupil is made to understand, by means of an easily administered diagnostic test, in what respects his previous knowledge of the subject falls short of the desired standard. It then becomes an easier matter to overcome the pupil's deficiencies by directing him to the lessons especially intended to overcome such deficiencies.

2. "A conscious, vigorous, and systematic attempt" is made to acquaint the children with such words as should be in their vocabularies. The word lists given for each grade have been checked with the Thorndike Word List and are also adapted to the subject matter of the grade. These words have been introduced into the content of language exercises, word drills, games, and stories.

3. Language games are provided to supplement and vary regular practice work in many topics.

4. Oral English is stressed throughout, not merely as a pedagogic handmaiden to written English, but for its own sake and as an end in itself. Attention is directed to the two aims of oral English applied in this book:

- a. The establishing of a situation which is so interesting that it provokes voluntary expression.
- b. A procedure for directing the pupil's expression so that the process is not merely an exercise, but grows out of a natural situation involving an interested audience and an enthusiastic speaker.

5. Technical points in oral as well as in written English are taught, applied, tested, and reviewed persistently. The review work of each grade summarizes all the problems of the preceding grades.

6. Definite progressive training in self-criticism is provided throughout the book to the end that the pupil may become his own best critic.

Grateful acknowledgment is made of the courtesy of the authors and publishers who have allowed the use of selections in this book: The Century Company for "The Merchants" by Isabel E. Mackay from *St. Nicholas Magazine*; Harper and Brothers for "The Cardinal Bird" from *The Laughing Muse* by Arthur Guiterman; Charles Scribner's Sons for "America" by Henry van Dyke.

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FIFTH YEAR—FIRST HALF

What You Ought to Know

The following tests will show you how well you have learned the English lessons which you have been taught. If you make mistakes in the tests, you should devote yourself to strengthening these weak points during this year.

I. Choose the correct expression in each of the following sentences:

1. (*Don't, doesn't*) the little girl look pretty?
2. She is no thinner than (*I, me*).
3. She looks taller than (*I, me*).
4. (*She and I, her and me*) are good friends.
5. (*Aren't, ain't*) you older than she?
6. The older one is (*me, I*).
7. Please give (*me, my*) book to my mother.
8. She gave my sister and (*I, me*) a new book.
9. You (*must of, must have*) hurt yourself.
10. No, my brother hurt (*hissself, himself*).
11. Children hurt (*theihsself, themselves*) unless they are careful.
12. I haven't (*any, no*) candy to sell.
13. Haven't you (*no, any*) more taffy either?
14. I have no taffy (*either, neither*).
15. I read (*them, those*) books on the desk.

16. I (*stood, stayed*) at camp all summer.
17. Did you get that pencil (*off of, from*) me?
18. No, I didn't get it (*off of, from*) you.
19. Well then (*off of, off, from*) whom did you get it?
20. Please (*leave, let*) me alone.
21. (*This, this here*) pencil belongs to me, I think.
22. (*Shall, will*) I prove that you were wrong?
23. (*Almost, most*) every day you lose something.
24. (*They, there*) was somebody here just now.
25. I asked you and (*he, him*) to come along.
26. We (*saw, seen*) a fine game.
27. Did your neighbor (*teach, learn*) you the secret of his success?
28. (*May, can*) you endure punishment without becoming angry?
29. (*Bring, take*) this book to your teacher.
30. Mrs. Brown invited Bill and (*I, me*) to a party.

II. Choose the correct form of the word in parentheses in each of the following sentences:

1. Have you (*choose*) your group of entertainers for the party?
2. We have (*write*) at least two letters to complain of your mistake.
3. I have (*give*) my word.
4. To my dismay, I found I had (*throw*) away my last chance.
5. Just then the silence was (*break*) by a loud crash.
6. I never thought that the contents of the trunk were (*steal*).

7. As a result of your foolish mistake, I have (*write*) to satisfy your angry friend.

8. Have you ever (*speak*) in public?

9. His lips were (*freeze*) in silence.

10. Has anyone (*speak*) to the new girl?

11. The young girl has (*ride*) that bicycle well.

12. She has (*come*) to arouse our envy.

13. Has your father (*see*) your report?

14. He has (*do*) a splendid piece of work.

15. We have (*ran*) all over the building.

III. Rewrite the following sentences, using capitals where necessary and placing periods and apostrophes where they belong:

1. last term i wrote these three compositions: how i saved five dollars, the little girl who lives across the street, the most delightful evening i ever spent

2. new england was settled by people who sailed across the atlantic ocean from england

3. mrs j c thomas invited mrs a b morrow to dinner on thursday march tenth

4. don't you wish you could have seen the old dutch settlers in new york? .

5. i can't go to brooklyn on christmas day because uncle toms family will be at our house

IV. Write a letter to your teacher. Pretend that you are writing it from your home address. Tell your teacher in what subjects you do well and in what subjects, if any, you find it very hard to do well.

V. The following groups of words are not complete sentences. Copy each group of words and add such words as are needed to make good sentences.

- | | |
|--------------------------------|-----------------------------|
| 1. After the game . . . | 6. Down the street . . . |
| 2. In front of the house . . . | 7. For one dollar . . . |
| 3. When I came home, . . . | 8. In the end . . . |
| 4. If I were an Indian, . . . | 9. In this way . . . |
| 5. On the way to school . . . | 10. There on the rock . . . |

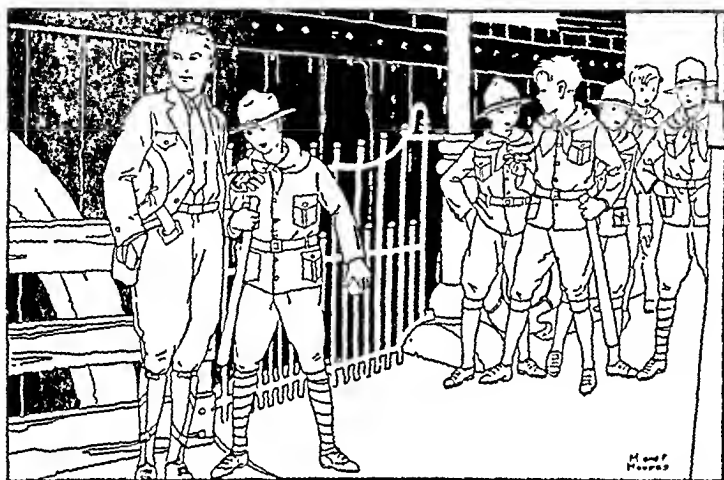
VI. Rewrite the following paragraph, using capitals and periods where necessary:

On sunday last I had a very delightful time my brother and I took a long walk up fifth avenue when we came to central park we saw a crowd of children sailing boats in the pond one little fellow asked me to help him I stood on one side of the pond while he remained on the other side he pushed the boat toward me and after a while I pushed the boat back it was great fun

VII. The following sentences tell about one person or thing. Rewrite each sentence to tell about more than one person or thing.

1. The little girl brought her new coat.
2. This book is too heavy for one boy.
3. An idle boy makes an idle man.
4. Protect yourself against colds.
5. My brother explained the problem.
6. That was a noble act.
7. There is an animal in the zoo.
8. The story was written by a good author.

1. Telling a Story



THE LOST CHAMPIONSHIP

"I'm sorry you weren't here in time for supper," said Mrs. Clark as Fred came into the dining room. "It is very inconsiderate of you to be late for supper. Now I shall have to warm it up."

"I'm sorry, Mother," Fred replied. "Mr. Cass sent me to the other side of town and I had to walk home."

"Haven't you even carfare left from last week's money?" exclaimed his mother. "You ought to save something, Fred."

"I earn the money myself in the grocery," replied Fred

impatiently. "If I spend it all for candy and things, what difference does it make? It doesn't hurt anyone but me if I go without things until Saturday."

The next Friday was a holiday. Fred's family had just started for a visit to his aunt when the telephone bell rang. It was Mr. Howe, the scoutmaster.

"Good morning, Fred," he said. "I'm taking our scout team over to Washington Park to win another game today. A victory there will mean the championship. We need you. Can you meet us at the ferry by ten?"

"I'll be there, Mr. Howe."

Fred put on his scout uniform and started for the car. As he ran, he thrust his hands into his pockets. Empty! He remembered that his last cent had gone for chocolates. There was no one at home to lend him any money. It was nearly ten o'clock, too late to walk to the ferry. Was he to lose the trip because he hadn't a nickel for carfare?

"I'll ask the grocer," he thought. "He won't mind paying me on Friday."

Fred had forgotten that the grocery would be locked. He had to go back to the house, where he spent a long, lonely day.

The hardest part, however, came when he had to explain his absence to Mr. Howe.

"Don't you ever save any money, Fred?" asked the scoutmaster.

"I will after this," Fred answered quickly. "I'm sorry I missed the trip, but it was my own loss."

"I don't think the other boys will agree with you. We counted on you, Fred, and they feel that it was your fault that we lost the game."

"Lost the game? Lost the championship?" gasped Fred.

"Well, I was surely wrong about not hurting anyone but myself by my selfishness."

ORAL EXERCISE

I. Tell this story to the class. In telling the story, be sure that you

1. Think of what you want to say.
2. Stand straight.
3. Speak clearly.
4. Speak slowly.
5. Speak pleasantly.

You can spoil the stories which you tell by using some words too often, especially the words *and*, *so*, *then*. In their places try to use the following words to introduce your sentences, or to connect them, whenever you can:

| | | | |
|------|-------|---------|-----------|
| but | since | at last | because |
| thus | hence | finally | therefore |

II. Let two pupils stand and give the conversation between Fred and Mr. Howe.

III. Imagine what some of the members of the team said to Fred. Let two pupils give the conversation between Fred and the captain of the team. Two others may give the conversation between Fred and another member of the team.

CLASS CRITICISM. After Exercises I, II, and III, answer the following questions and give reasons for your opinions:

1. Did each pupil speak clearly so that all could hear him?

2. Did each pupil speak so that all enjoyed listening to him?

3. Who told his story in the most interesting way?

4. Who told the best story?

5. Were his sentences all correct and well formed?

V. Notice that quotation marks are used to enclose a statement made by some one. Such a statement is called a **direct quotation**. Notice also that a comma separates every direct quotation from the rest of the sentence if there is no other mark of punctuation required.

You may write from dictation two or three direct quotations taken from "The Lost Championship." After you have written them, compare your work with the original sentences to make sure of the punctuation.

2. The Game: "For Whom Are You Looking?"

The class is divided into two teams: one, the *Whom's*; the other, the *Who's*. Each correct answer by a member of a team gives that team one point. Each wrong answer takes off one point. A pupil in the *Whom* team asks, "For *whom* are you looking?" The pupil who is called on in the other team answers, "I am looking for the man *who* discovered the Pacific Ocean." The first pupil says, "Do you mean Balboa?" The second pupil answers, "Yes."

Points in the game: Members of the *Whom* team must

always say "For whom." Members of the *Who* team must always say "The man who."

You may select your characters from the following list:

| | | |
|------------|----------------|-----------|
| Columbus | Balboa | Cabot |
| Drake | De Soto | Cortez |
| Hudson | Bradford | De Leon |
| Minuit | Miles Standish | Raleigh |
| Stuyvesant | William Penn | Cartier |
| John Smith | Magellan | Champlain |

3. Telling a Story from Outlines

Tell a story, using one of the following brief sketches. Tell what you think the people said and how they acted. What words will you use instead of *and*, *so*, *then*?

1. Fred receives two boxes of candy for Christmas. He eats all the candy and becomes sick. His mother is worried and calls the doctor.

2. Fred does not study his lessons. The teacher warns him. He is not promoted. Fred's father meets a friend who tells him of his own son's promotion. Fred's father is ashamed to tell about Fred.

3. Fred does not polish his shoes. His class loses the prize for appearance.

4. Fred stays up late reading in bed. He oversleeps the next day. The family misses the train for the picnic. The family is very much annoyed.

WRITTEN EXERCISE

Write one of the stories suggested on page 9. Read your story aloud to your classmates. Ask them to give reasons for liking or not liking your story.

4. How to Plan Your Written Composition

Your composition will look better if it is neatly arranged on your paper. It is just as important to have a neat looking paper as it is to have a neat looking home or a neat looking desk. Notice the arrangement of the composition below.

P. S. 260 Brooklyn
Class 5A³

Mary Devins
May 1, 1930

(skip one line)

How Fred Was Punished

(skip one line)

My cousin Fred has an uncle and a grandma
who give him everything he wants.

There is a margin of one inch at the left. The first word of the paragraph is placed an inch to the right of this margin. How far away from the left edge of the paper is that? How much margin do you have at the right? Skip a line before and after the title of your composition.

5. Making Sentences

When you think of the story of "The Lost Championship," what thought comes to your mind about Fred? Perhaps you think:

1. Fred lost the championship.
2. He had spent all his money.
3. Fred had no carfare.
4. Fred learned a lesson.

Each of these groups of words expresses a complete thought. Such a group of words is called a sentence.

The following groups of words do not express complete thoughts and are not sentences:

1. In time for supper
2. For a visit
3. To Washington Park
4. Too late to walk

We may complete the thought suggested by each of these groups of words and make sentences out of them.

1. You weren't here in time for supper.
2. The family had started for a visit.
3. I'm taking our scout team to Washington Park.
4. It was too late to walk.

A sentence is a group of words expressing a complete thought. Every sentence begins with a capital letter.

EXERCISE

Which of the following groups of words are sentences? Complete those that are not sentences.

- | | |
|---------------------------------|-------------------------------|
| 1. In the grocery | 6. Asked the scoutmaster |
| 2. His last cent | 7. If I go without things |
| 3. Into his pockets | 8. The grocery was locked |
| 4. When the telephone bell rang | 9. Because he hadn't a nickel |
| 5. They did not win the game | 10. In fear and trembling |

6. Asking Questions

What kind of boy was Fred?

How did he earn money?

Where was he going?

Why did he stay at home?

These groups of words express complete thoughts, but they ask something about Fred instead of telling us something about him. A sentence that tells or states something is called a **statement**. A sentence that asks something is called a **question**.

A sentence that tells or states something ends with a **period**.

A sentence that asks a question ends with a **question mark**.

EXERCISE

I. Make sentences that tell something about

- | | |
|-----------------------|-------------------------|
| 1. Your playmate. | 6. A party. |
| 2. Your lessons. | 7. Helping your mother. |
| 3. Thanksgiving Day. | 8. Reading a story. |
| 4. George Washington. | 9. Kindness to someone. |
| 5. Your classroom. | 10. A letter. |

II. Make sentences that ask questions about

- | | |
|-----------------------|-----------------------|
| 1. Neat papers. | 6. Snow. |
| 2. Clean shoes. | 7. Clean streets. |
| 3. Going to bed. | 8. The baseball game. |
| 4. Washing your face. | 9. Boiling an egg. |
| 5. Abraham Lincoln. | 10. Making something. |

III. Complete the following groups of words so as to make sentences. Write the sentences, putting a period after each statement and a question mark after each question.

- | | |
|------------------------|--------------------------|
| 1. Our team — | 6. How could — |
| 2. If it rains — | 7. When the bell rings — |
| 3. Why did — | 8. Isn't she — |
| 4. — in the library | 9. I marveled at — |
| 5. Where did the boy — | 10. We never suspected — |

IV. Complete the following groups of words so as to make sentences:

1. I am satisfied with —.
2. — is a very wealthy man.
3. I was mistaken when —.
4. My — bade me to go to school.
5. — performed some clever tricks.
6. — claimed New York.
7. I can endure — but I cannot endure —.
8. It is wise to pause before —.
9. We wandered around in the street because —.
10. I suspect that —.

V. Change each statement in the preceding exercise to a question.

7. Writing a Letter about an Experience

155 East 120 Street
New York, N. Y.
January 19, 1930

Dear Mother,

I am having a delightful time on my visit to Aunt Mary. There are many things I should like to tell you. I saw the ocean for the first time in my life. I rode in an underground train in the subway, and I walked on Broadway. I am sending you a post card showing a view of this city from an airplane. Don't you think it's interesting? But I miss you, Mother dear, and I also miss the little chickens and the big open country.

Your loving daughter,
Mary

After reading this letter, answer these questions. Who wrote the letter? To whom was she writing? Where was Mary when the letter was written? When was it written?

The following names are given to the parts of a letter that answer the questions, *Where? When? To Whom?* and *Who?*

This is the heading.

155 East 120 Street
New York, N. Y.
January 19, 1930

This is the salutation.

This is the complimentary close.

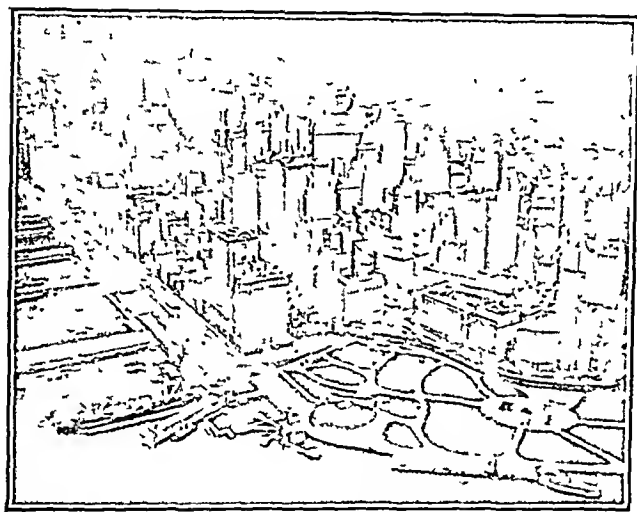
This is the signature.

Dear Mother,
Your loving daughter,
Mary

There are several ways of writing the salutation and the complimentary close. You might, for instance, write

Dear Uncle Tom,
Dear Cousin Helen,

Your friend,
Your loving cousin,



Airmap Corporation of America

VIEW OF LOWER MANHATTAN

In writing the heading for a letter, be sure that you write the date correctly. See that a comma is placed between the numbers for the day and year, thus: January 19, 1930. See that a comma is placed after the salutation, and after the complimentary close.

After the salutation

Dear Frank,

After the complimentary close

Your friend,

Show on the blackboard how you would write the following dates:

Today

Your birthday

Promotion day

Thanksgiving Day

Washington's Birthday

Independence Day

WRITTEN EXERCISE

I. Copy the letter that Mary wrote to her mother. Be careful to use the correct punctuation.

II. Write one of the following letters. Use as many of the words suggested as you can.

1. To your mother. Tell her how much you enjoyed your last visit to someone.

journey

pleasant

station

delightful

wonderful

sights

2. To your cousin. Tell what you plan to do the next time he visits you.

enjoy

planning

choose

party

trip

picnic

3. To your friend who has moved away from the city. Remind him (or her) of the fun you had the last time you were together.

remember

lonely

missed

friends

exciting

interesting

III. Write the letter on page 14 from dictation. After you have written it, correct your letter by comparing it with the printed letter in the book.

8. A Sentence Building Game

Here is a game which will help you to recognize a sentence when you see or hear one.

To prepare for this game, a leader may be chosen to write several sentences of six or seven words in length. Each word is then written separately on a slip of paper, and the slips are passed to the class.

The leader calls for volunteers for building sentences. He may say, "We are going to build a sentence about an explorer." Anyone who thinks he has a good word with which to begin a sentence may be chosen to come to the front of the room and speak his word clearly. For instance, the first pupil says *If*. Anyone who has a good word for the second place may be chosen to stand beside him, saying his word. For instance, the second pupil says *Columbus*. Keep on until a sentence has been completed.

The last one in the group repeats the whole sentence and writes it on the board. The class may then arrange another sentence in the same way.

SUGGESTIONS FOR THE GAME

| | | |
|-----------|-----------|-----------|
| dream | cause | complaint |
| sorrow | address | notice |
| pleasure | forbidden | company |
| chance | present | farewell |
| silence | mistake | threat |
| wealth | scene | claim |
| departure | curiosity | answer |

9. Using Negatives

I don't want anything.

I want nothing.

Either of these sentences is correct. The words *not* and *no* are called **negatives**. How many negatives are there in each sentence at the beginning of this lesson? Sometimes you will hear people say, "I don't want nothing." How many negatives are there in this sentence?

Do not use two negatives in a sentence.

I. Use the words *anything* or *nothing* correctly in the following sentences:

1. I don't know —.
2. I shall not say —.
3. I do not need —.
4. I have everything. I need —.
5. I am not rich but I want —.
6. These people wish — for themselves.
7. You need not say — about this.
8. Why did you take — to eat?

II. Turn back to Lesson 6. Change each sentence in Exercise IV to a negative sentence.

10. Describing a Place

The new house seemed like a palace. We had never seen anything like it before. The walls were actually covered with paper and the ceiling was white. The staircase was marble; at least we thought it was marble. The living room

actually had two windows facing the street. After living in the rickety shanty, this tenement into which we moved was heaven.

What kind of place is described here? Who do you suppose is describing it? Which sentence tells you how the speaker felt about the new house? What is the most striking part of the description? The opening sentence is "The new house seemed like a palace." The rest of the paragraph tells us what made it seem so. In describing the parts of the house, the writer picked out only the points which would prove the opening statement.

Below you will find some opening sentences for descriptions. Complete the description in each case telling about three things which will prove the opening sentence.

My room was in wild disorder.

The new pupil lived in a queer place.

This house was the most inviting I had ever seen.

The place looked quite deserted.

She knew how to make a girl's room look cheerful.

11. Using Opposites

1. The goose was *wise* to refuse the invitation of the fox.
2. There was a shout of *joy* when our team *gained* a point.
3. I am *against* your plan.
4. My father was *calm* when he learned what I had done.
5. He chose the *most* beautiful picture for the living room.

I. Change the meaning of sentences one to five by using a word which means the opposite of the word in italics. For instance:

The goose was *wise*.

The goose was *foolish*.

II. Play the game of opposites as follows:

A pupil in one team calls a word from the list given below. A pupil from another team gives a word which means the opposite of the word given. The first pupil must then make a sentence using the word which means the opposite.

Each correct answer made by a member of a team gives his team one point.

Words to be used in the game:

| | | | |
|---------|-----------|--------|---------|
| least | joy | most | wise |
| foolish | sorrow | start | arouse |
| calm | attack | defend | against |
| for | plentiful | scarce | loss |
| gain | idle | busy | below |
| quiet | bitter | strong | finish |
| above | weak | noisy | sweet |
| huge | best | tiny | worst |

12. The Game of "Whom"

The game may be played by two teams or by two pupils. One pupil calls a word ending in *ing*, for instance, *walking*. The other pupil must make a sen-

tence using the word given but he must begin with one of the following expressions:

| | | |
|-----------|----------|-------------|
| To whom | For whom | From whom |
| With whom | At whom | Toward whom |

Thus the second pupil may say,

With whom am I walking? or,
 With whom is Fred walking? or,
 With whom are we walking? or,
 With whom were you walking? etc.

If the pupil who makes the sentence begins with the wrong expression, for instance, saying *at whom* instead of *with whom*, he loses a point. If he says with *who* instead of with *whom*, he loses another point.

SUGGESTIONS FOR THE GAME

| | | |
|----------|------------------|-------------|
| buying | running | mistaking |
| looking | replying | complaining |
| walking | supplying | receiving |
| agreeing | saying farewell | losing |
| giving | keeping a secret | asking |

13. Different Ways of Telling a Story

Read the following story silently:

HOW HERCULES HELD UP THE SKY

Many, many years ago in a beautiful garden in a far-away country there grew a wonderful apple tree which bore apples of solid gold on its branches. No one had ever picked any of

this precious fruit, for the tree was guarded by a great dragon with a hundred heads.

At last a brave and strong youth named Hercules was sent to search for the golden apples. He traveled many weary days until he came to an island in a great sea.

On the island stood the tallest man Hercules had ever seen. The man was so tall that one could scarcely see the top of his head. Clouds hung around his face. He was so big that his eyes were like lakes. Great oak trees grew between his toes.

"Who are you?" he asked, looking down at Hercules. His voice sounded like thunder rumbling in the sky.

"I am Hercules," the young man answered. "I am searching for the golden apples. Who are you?"

"I am Atlas, the mightiest giant in the world. I have held up the sky for a thousand years."

Hercules looked up. Sure enough, the blue sky was resting on the head of the great giant.

"Is it very heavy?" he asked.

"Not especially," answered the giant, "but I am beginning to grow a little tired of it. If you will climb to the top of that highest mountain and hold the sky for a few minutes while I rest, I will get the golden apples for you."

Hercules felt sorry for Atlas, so he took the sky on his shoulders, and the giant started off. In fifteen minutes he was back again, leaping with joy at being free from his heavy burden. In his hand were three golden apples.

"Thank you," said Hercules. "Now you may take back the sky, and I'll go on with my journey."

"Take back the sky?" roared the giant. "I think not.

I've had it for one thousand years. Suppose you keep it for a while."

Poor Hercules! The sky was growing very heavy. He was afraid to drop it for fear everyone on the earth would be killed.



Fortunately Hercules was quick-witted as well as strong.

"Please take the sky for just a minute," he said, "while I fold my cloak to make a cushion for my shoulders."

The giant agreed. As soon as the sky rested on the giant's shoulders, Hercules picked up the apples and ran away as fast as he could, leaving poor Atlas shouting with rage.

Are you ready to tell the story of Hercules to the class? How will you begin it? It will be more interesting if all the pupils do not begin the story in the same way. Instead of saying "Many, many years ago," the writer of this story might have used one of the following expressions to begin his story:

Long, long ago

In the olden times

Ages ago

Once upon a time

How will you begin your story?

What groups of words in the story could you replace by these expressions, without changing the meaning of the story?

in a distant land

to grow rather weary of it

he journeyed a long time

sympathy for Atlas

the giant consented

Think of other words that you might use in telling the story instead of

beautiful

guarded

brave

answered

rage

fortunately

ORAL EXERCISE

I. Tell the story of "How Hercules Held up the Sky."

II. Let two pupils act the parts of Hercules and Atlas. Before acting the play, think of the words each one will say. For example, the actors might begin in the following way:

HERCULES: Who are you?

ATLAS: I am Atlas, the mightiest giant in the world. I have held up the sky for a thousand years.

HERCULES: ———

CLASS CRITICISM. After Exercises I and II the class may discuss the following questions:

1. Which pupil was the best story teller or actor?
2. Who stuck to his story throughout and stopped when the story was finished?

WRITTEN EXERCISE

Hercules was indeed quick-witted. He saved himself by thinking very quickly. Here are some suggestions for a short story you may write, showing the advantage of being quick-witted.

1. An automobile — a crosstown car — a narrow escape.
2. Dirty shoes — morning inspection — a hasty "clean-up."
3. Two boys crossing a field — a bull — a fence.
4. A skating race — a broken strap — a bright idea.
5. A new spring hat — a sudden shower — a newspaper.

14. Using Synonyms

In telling the story of Hercules, you tried to find different words to express the same idea. This made your story more interesting. Words which have the same or nearly the same meaning are called synonyms.

Big and *large*, for instance, are synonyms. Other examples are *broad* and *wide*; *small* and *little*.

What synonyms can you think of for these words?

| | | |
|-------|--------|--------|
| rough | bright | stupid |
| sharp | sick | quick |

This game will give you a chance to use synonyms in sentences. The class is lined up as for a spell-down. The leader on one side gives out one of the words from the list below. A pupil on one side must use the word in a sentence; a pupil on the other side must repeat the sentence using from the list a synonym for the word selected by the leader. If he fails to give a synonym promptly, a mark is put against his side. The teacher will keep the score.

For example, the first person may say, "The house is *large*." The other player must say at once, "The house is *big*."

| | | | |
|------------|----------|-------------|-----------|
| large | crowd | big | beautiful |
| wonderful | little | afraid | want |
| sad | glad | marvelous | brave |
| suffer | desire | thoughtless | happy |
| frightened | pretty | unhappy | company |
| courageous | careless | small | endure |

15. A Class Talk: An Exciting Game

What kind of game are these boys playing?

Why is the circle drawn?

Why are the boys watching so closely?

How many boys are players?

How many are only looking on?

Why is the little boy looking toward us?

Which of these boys have come away from another game?



Brown Brothers

TELLING STORIES FROM IMAGINATION

You may give a short talk to the class, using any of these suggestions:

1. Imagine that you are the little boy who is looking toward us. Tell what he sees.
2. Imagine that you are the one who has just spun the top. Tell what happened.
3. Imagine that the stoutest boy in the picture is talking. What does he say?

Big and *large*, for instance, are synonyms. Other examples are *broad* and *wide*; *small* and *little*.

What synonyms can you think of for these words?

rough
sharp

bright
sick

stupid
quick

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| | | | |
|------------|----------|-------------|-----------|
| large | crowd | big | beautiful |
| wonderful | little | afraid | want |
| sad | glad | marvelous | brave |
| suffer | desire | thoughtless | happy |
| frightened | pretty | unhappy | company |
| courageous | careless | small | endure |

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Brown Brothers

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You may give a short talk to the class, using any of these suggestions:

1. Imagine that you are the little boy who is looking toward us. Tell what he sees.
2. Imagine that you are the one who has just spun the top. Tell what happened.
3. Imagine that the stoutest boy in the picture is talking. What does he say?

4. Describe a game which you and some other children play.

CLASS CRITICISM. After the talk has been given, the class may answer the following questions:

1. Who gave the most convincing talk?
2. Whose voice was the most pleasant?
3. Who used the best choice of words?
4. Whose sentences were best?

WRITTEN EXERCISE

I. Write the story which you told to your classmates. Use not more than five sentences.

II. Write about a game you like to play. Before you begin to write, think

1. Where you play it.
2. With what you play it.
3. Why you like to play it.

16. Using Capital Letters

I live in America.

I am an American.

The word *America* always begins with a capital letter. Why?

When we write *American*, we must always use a capital. Any word that is made from a proper name must begin with a capital.

Write sentences telling what people live in each of

the countries listed below. For example, "The French people live in France."

| | | |
|---------|--------|----------|
| England | Italy | Japan |
| Spain | Canada | Ireland |
| France | Mexico | Scotland |

You should always begin with a capital:

1. The first word in every sentence.
2. Proper names, that is, the names of particular persons and places.
3. Words that are made from proper names.
4. The names of the days of the week, the months of the year, and holidays.
5. The words *I* and *O*.

EXERCISE

Read the following story, noticing the words beginning with capitals:

It was a Monday afternoon in December. Mrs. Johnson had been shopping with her daughter Alice in the town of Brockton. She had bought several Christmas gifts—a French doll for her youngest daughter, Ruth, a bicycle for her son James, and a set of books by Kipling for Mr. Johnson. She had still to buy presents for Aunt Sarah and Uncle Joe.

"I can get what I want at Baker and Allison's, but that is far away on Pearl Street," she said to her daughter. "Aren't your feet tired?"

"Oh, yes," answered Alice, "my feet are tired, but I am thinking what a nice ride my head is having."

1. Find as many words as you can that are the names of people.
2. Find a word that is the name of a street.
3. Find a word that is the name of a town.
4. Find a word that is made from a proper name.
5. Find a word that is the name of a holiday.
6. Find a word that is the name of a month.
7. Why is the word *she* in the third sentence written with a capital letter?

17. Addressing an Envelope

T. A. Andrews
33 Pearl Street
New York, N. Y.

Mr. Fred Jameson
450 West 17 Street
Buffalo
New York

Above is a picture of an envelope. Notice how the name and address of the one who is to receive the letter are written on the envelope. How many lines are used?

The name and address of the sender are given in the upper left-hand corner. Why is this done?

It is very important to write the address on an envelope correctly and plainly. If you are careless, your letter may not be delivered. Carelessness also makes

a great deal of unnecessary trouble for the employees of the post office. In the city of New York alone, the Postmaster General has reported that 250,000 pieces of mail with incorrect or incomplete addresses are received every day.

WRITTEN EXERCISE

Write the name and address as they should be written on envelopes for

1. Your father at his home address.
2. Your teacher at school.
3. A friend who lives in another city.
4. Mr. John Mason, who lives at 45 Maple Street, in Emporia, Kansas.
5. Miss Mary Frank, who lives in Troy, New York, at 316 Main Street.
6. Mrs. Thomas Billings, of Cleveland, Ohio, who lives on Euclid Avenue. The number of the house is 350.
7. Albert Planks, who is a physician in the city of Los Angeles, California. His house is number 25 Sacramento Boulevard.

18. The Game of "What Did You Do?"

This game is played with the lists of words and answers given below. Someone gives out a word from the list; for example, *bicycle*. The pupil who answers must choose a sentence from the set marked *Answers*; for instance, "I rode it."

The class stands while the teacher gives out the words

one by one. Any pupil making a mistake in an answer must take his seat and write three sentences using the word which was given to him.

WORDS TO BE GIVEN OUT

| | | |
|-----------|---------------|-------------|
| a ball | an automobile | an alarm |
| a song | a bean bag | a story |
| a book | a bicycle | a nail |
| a pony | ice cream | a bell |
| a picture | an example | a solo |
| the work | a play | an accident |
| the baby | a composition | a drum |

ANSWERS

| | | |
|-------------|---------------|----------------|
| I began it. | I threw it. | I sang it. |
| I drove it. | I saw it. | I rang it. |
| I rode it. | I did it. | I ate it. |
| I chose it. | I wrote it. | I beat it. |
| I broke it. | I brought it. | I spoke to it. |

19. Telling a Story: Fables

THE FOX AND THE LION

A little fox was playing in the woods one day when he heard a lion roaring.

"Dear me," whispered the fox, as he hid behind a tree while the lion passed by. "I never saw a lion before. He is a terrible creature. His voice makes me tremble."

The next time the fox met the lion, he was not so much afraid; but he kept at a safe distance and said to himself, "I wish he would not make such a noise."

The third time they met, the fox was not frightened at all. He ran up to the lion and said, "What are you roaring about?"

The lion was so taken by surprise that, without saying a word, he turned and walked away.

It would not always be safe for little foxes to follow the example of this one, but it is often true that dangers do not look so great if you meet them bravely.



Short stories which teach a lesson are called fables. The fable of "The Fox and the Lion" was first told many centuries ago by a man named Æsop. You have probably read other fables and have noticed that in them animals talk and act like people. What fables have you read?

ORAL EXERCISE

I. Tell the fable of the fox and the lion. What words will you use instead of *and*, *so*, *then*?

II. Let two children act the fable, one taking the part of the fox and the other of the lion.

III. Tell the story as it might be told if the title were changed to one of the following:

1. The Mouse and the Cat
2. The Sheep and the Wolf
3. The Cat and the Dog
4. The Squirrel and the Boy

Remember that lions *roar*, but that a cat *mews*; a wolf *growls*; a dog *barks*.

CLASS CRITICISM. The class may discuss the following questions:

1. Did the speaker speak clearly?
2. Did the speaker speak pleasantly?
3. Did the speaker stick to his story?
4. Did the speaker stop when his story was finished?

WRITTEN EXERCISE

Write a fable like "The Fox and the Lion." You may take two of the animals mentioned in the titles under Exercise III, or you may write about two other animals. Be sure that every sentence begins with a capital letter and ends with a period or a question mark.

20. Dividing Words into Syllables

It is important to know how to divide words into syllables because sometimes in writing a composition you have no room on one line for the whole word.

When it is necessary to divide a word at the end of a line, you must use a mark called a **hyphen** to show that the parts belong together.

The following words are divided into syllables:

re-quest

ap-peal

con-sent

si-lence

u-su-al

re-fus-al

Divide the words below into syllables. To make sure that you are right, look up each word in the dictionary.

enchant

mistaken

surprise

promise

object

notice

wherever

curiosity

marvelous

company

beautiful

complain

procedure

territory

suspect

pleasure

departure

difference

address

against

misfortune

answer

settlement

instead

throughout

threaten

deserve

express

21. Making Our Stories Interesting: Imitating Different Voices

A good story-teller changes his voice to imitate the voice of the person who is supposed to be talking. This makes the story more interesting. It is tiresome to hear anyone use the same tone of voice all the time.

If you are telling the story of "The Three Bears" to your younger brother and sister, you should say, "Who ate my porridge?" in a thin, squeaky voice for the baby bear. You should speak in a fuller, louder tone for the middle-sized bear, and in a deep, gruff tone for the big bear.

ORAL EXERCISE

I. Tell the story of "The Three Bears" imitating their voices.



II. Suppose that you and your baby sister are alone in a big house in the country. It is growing dark and you are feeling rather frightened. Suddenly you hear a sound and exclaim, "There is a knock at the door." How would you say this if you were afraid?

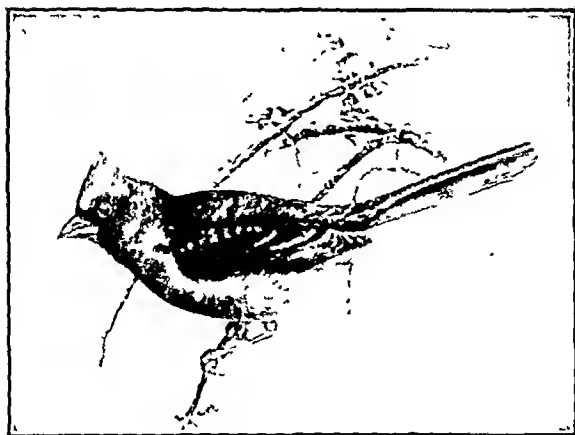
Suppose, however, that you have been eagerly waiting for your father to come home. Can you say, "There is a knock at the door," so that it will show how glad you are to hear him?



Try to imagine a situation in which you might say one of the sentences below as if you were pleased or as if you were frightened. Try to say them as if you

were angry.

1. Let's go right away.
2. Where is your brother?
3. I didn't expect you so soon.
4. There is a policeman at the corner.
5. She will be here at ten o'clock.
6. That is my paper.



22. Study of a Poem

THE CARDINAL BIRD

Where snowdrifts are deepest he frolics along,
A flicker of crimson, a chirrup of song,
My cardinal bird of the frost-powdered wing,
Composing new lyrics to whistle in Spring.

A plump little prelate, the park is his church;
The pulpit he loves is a cliff-sheltered birch;
And there, in his rubicund livery dressed,
Arranging his feathers and ruffling his crest,

He preaches, with most unconventional glee,
A sermon addressed to the squirrels and me,
Commending the wisdom of those that display
The brightest of colors when heavens are gray.

ARTHUR GUITERMAN

A cardinal is a high officer in the Catholic Church. He is selected by the Pope and is one of those who help to select a pope when there is a vacancy. Cardinals wear red hats as a sign of their position. Why is the bird in this poem called a cardinal bird? What does the bird do to make the poet compare him to a real cardinal? What words in the poem refer to the red in the cardinal bird's feathers? What words in the poem make you think of a priest or minister?

WRITING A POEM

Have you ever tried to write a poem? Perhaps you have thought you would like to, but did not know how to begin. Writing a poem is not so very different from writing a composition. A poem is written in stanza form. Each stanza is like a paragraph in a composition. Your poem should give your ideas or feelings about something just as in this poem Arthur Guiterman tells what he thinks about as he watches a cardinal bird.

Perhaps there is some bird which you particularly like to watch:

1. A sea gull flying over the water
2. A canary singing in a cage
3. A sparrow chirping on the windowsill or quarreling in the street
4. A bird which you heard but did not see as you lay in bed in the early morning at camp

Select one of these birds, or take one of your own choice not listed here. Write down all the things that you think about in connection with it. Try to tell about the bird so that someone else sees the bird as you see it, or thinks about it as you do.

23. The Game: "What I Did"

| <i>Today</i> | <i>Yesterday</i> |
|----------------------------|-------------------|
| I lie on the bed. | I lay on the bed. |
| ring the bell. | rang the bell. |
| hang the picture. | hung the picture. |
| sink the lead in the lake. | sank the lead. |
| sing a song. | sang a song. |

The teacher will give one of the words in Column 1. The pupil called upon will then make a sentence using one of the expressions in Column 2.

For instance the teacher says, "rang." The pupil called upon says, "Last week I rang the alarm." Each correct answer counts one point. Keep a record of the points you win.

COLUMN 1

lay
rang
hung
bring
speak
came
broke
learn
taught

COLUMN 2

A week ago
Last night
Yesterday
Tomorrow morning
Very soon
Last week
Lately
Every day
Two days ago

| | |
|------|-------------------|
| sang | Some time ago |
| sank | Next week |
| lie | A short while ago |
| sing | This morning |
| hang | Recently |
| sink | Tomorrow |
| ring | Today |

24. Using the Apostrophe

Read these sentences:

1. Tom's book is lost.
2. Mary's hat is red.
3. My uncle's watch is broken.
4. The child's dress is torn.

Notice that the apostrophe and s are used to show the possessor of the book, of the hat, of the watch, and of the dress.

Usually only the names of living beings are used with the apostrophe to show possession. It is correct to say

the man's house
the child's rattle
the dog's tail
the cat's paw

It does not sound well to speak of the table's leg, the house's roof, or the book's cover. In such sentences it is better to say

the leg of the table
the roof of the house
the cover of the book

WRITTEN EXERCISE

Write sentences, using the words in Column I to show possession of the words in Column II.

COLUMN I

man
eagle
hen
neighbor
teacher
singer
sailor
soldier
cousin
grandmother

COLUMN II

coat
nest
eggs
shoes
desk
voice
cap
gun
house
picture

First Review

I. In each of the following sentences choose the correct form of the word in parentheses:

1. Last Sunday I (*lie*)[✓] in bed all morning.
2. When the boy came home, he (*hang*) up his coat.
3. The dinner bell (*ring*) at six o'clock last evening.
4. After the game we (*sing*) our school song.
5. The boat (*sink*) after the children left it.
6. Have you (*write*) the letter?
7. Since there were too many of us for a car, we (*drive*) to the picnic in a large truck.
8. My mother (*choose*) this house because it was big.
9. I found this book, and therefore I (*bring*) it to you.
10. We all guessed who (*do*) it.

II. Change each of the following statements to questions:

1. Many people were standing at the corner.
2. They were looking at a strange sight.
3. A boy was holding a tame monkey by the paw.
4. The monkey was begging for money.
5. He made funny faces at the people.
6. Someone dropped a coin into the hat.
7. The monkey bowed and made a noise as if to thank the person who gave him the money.
8. A little fellow offered the monkey some candy.
9. His owner allowed the monkey to take the candy.
10. The monkey put the candy into his mouth.

III. Change each of the preceding statements to negative statements.

IV. Write five sentences using the words in Column I to show possession of the things named by the words in Column II.

| | |
|-------|-------|
| child | glove |
| horse | hair |
| lady | shoes |
| boy | hat |
| man | coat |

V. Write a letter to a friend telling how you enjoyed the last party to which you went, or telling about some interesting thing that happened in school or on the playground. Draw an envelope and address it properly.

VI. Write a paragraph describing a place. Begin the paragraph with one of the following sentences:

The kitchen was spotless.

In the cellar were many things I had never seen before.

The room reminded me of (name any place you wish).

Cooper Hill Camp (or any other camp) is a wonderful place.

VII. Write from memory one stanza of a poem which you have studied this term.

VIII. Make two sentences for each of the words given below. In one sentence use the word listed; in the other use the opposite of the word listed.

loss

for

least

arouse

joy

brave

25. Beginning Sentences with *There Is, There Are*

Read the following sentences aloud several times. Notice especially the word which follows *there* in each sentence.

1. There is only one teacher in the room.
2. There is someone at the door.
3. There is a plant on the windowsill.
4. There is a picture on the wall.
5. There is a hole in my shoe.
6. There are many children in school.
7. There are some books on the desk.
8. There are four windows in the room.
9. There are a few flowers in the vase.
10. There are eight houses on our street.

You will notice that we use *there is* in speaking of one person or thing. We use *there are* when more than one person or thing is spoken of.

Change each of these statements to a question. How does *there is* change when you use it to make a question?

ORAL EXERCISE

I. Make statements or questions beginning with *There is*, using the following words:

| | | |
|----------------|------------|------------------|
| one mistake | a scene | an entertainment |
| a moment | somebody | silence |
| only one story | no one | sorrow |
| a ship | an example | a loss |
| an idea | misfortune | one chance |

II. Make sentences beginning with *There are*, using the following words:

| | |
|--------------------|---------------------|
| some foolish girls | foolish mistakes |
| several children | high mountains |
| six policemen | five boroughs |
| some papers | interesting stories |
| very many peaches | wonderful surprises |

III. Answer these questions, using sentences beginning with *There is* or *There are*:

1. How many boys are there in your class?
2. How many girls are there in your class?
3. How many children are there in your family?
4. How many men are there in your family?

5. How many women are there in your family?
6. How many pictures are there in your room?
7. How many teachers are there in your classroom?

26. Adding Suffixes to Words

Notice how the following words are changed in meaning by the addition of a suffix, or end syllable.

proud—prouder—proudest—proudly
 object—objected—objecting—objector

Er, est, by, ed, ing and *or* are suffixes.

Change the words listed below by adding one of these suffixes: *ion, tion, ness, full, less, ly, er, est, ist, ed*.

Use the new word in a sentence.

| | | | |
|--------|----------|---------|---------|
| wonder | product | intent | success |
| eager | cost | wrong | content |
| silent | price | sorrow | report |
| taste | neighbor | good | truth |
| bright | extent | protect | meek |

27. Describing a Person

He was a boy about twelve years old. His name was Marco Loristan, and he was the kind of boy people looked at a second time when they have looked at him once. In the first place, he was a big boy—tall for his years, with a very strong frame. His shoulders were broad, and his arms and legs were long and powerful. He was used to hearing people say as they glanced at him, "What a fine, big boy!" Then they always looked again at his face. It was not an English face, nor an American one. It was very dark in color. His

features were strong, his black hair grew on his head like a mat, his eyes were large and deep-set and looked out between thick black lashes. An observing person would have been attracted at once by a sort of silent look expressed by his whole face, a look that suggested that he was not a boy who talked much.

From *The Lost Prince* by FRANCES HODGSON BURNETT

After reading this description, can you imagine how Marco Loristan looked? Would you recognize him if you met him? What particular things would you notice about him? Do you think you would like Marco? Why?

A good description of a person should tell the most striking things about that person. It should also tell the kind of person he is, and it may tell what other people think of him. Which sentence tells us the most striking thing about Marco? What proof of the most striking thing is given in the rest of the description?

ORAL EXERCISE

Describe someone you know, using this outline:

1. Who the person is
2. What kind of person he is
3. What he looks like

Read the description of Marco again and see whether it follows this outline.

She was a girl eleven years old. Her name was Evelyn Towne. She was the kind of girl whom people always like. In the first place, she was a happy girl, always laughing and full of fun. She had sparkling blue eyes, rosy cheeks, and a pretty, smiling mouth. People often said as they looked at her, "What a good time that girl always has!"

WRITTEN EXERCISE

I. Write from dictation four or five sentences of the description on page 45. Compare your work with the copy in the book.

II. Write a description of someone whom your classmates all know. Leave the name blank. The teacher will read the descriptions aloud to see whether the class can guess who is being described. Be sure to

1. Think of a sentence telling the most striking thing about the person whom you describe.
2. Prove the truth of your opening sentence.

28. Making Sentences

Read the following groups of words carefully to decide which are sentences. Copy the sentences, using a period at the end of each statement and a question mark after each question. Complete the groups of words that are not sentences.

1. About twelve years old
2. His name was Marco Loristan
3. When they have looked at him once
4. He was a big boy

5. Between thick black lashes
6. A boy who did not talk much
7. His shoulders were broad
8. As they glanced at him
9. Would you recognize Marco
10. An observing person
11. His hair was very black
12. Listening intently
13. Appearing to be satisfied
14. At that very moment
15. Without replying to me

29. Troublesome Sounds

In telling stories to the class, you should try to speak as clearly and distinctly as you can, so that everyone in the class can hear and enjoy your story.

Here are some sounds which people sometimes find troublesome. Practice the following words and sentences, pronouncing each word distinctly.

The sound of *th*, as in *this*

(Pronounce *th* with the voice)

| | | |
|-------|---------|----------|
| this | father | feather |
| these | mother | breathe |
| that | brother | clothing |
| those | other | together |
| them | rather | bather |
| than | bother | smooth |
| there | weather | bathe |

1. Do not bother your father and mother.
2. Birds of a feather flock together.
3. We should breathe fresh air, wear clean clothing, and bathe at least twice a week.
4. Is that boy your other brother?
5. That paper is rather smooth.
6. This is fine winter weather.
7. Would the other girls rather go together?

30. Keeping a Diary

Some people like to write down every day what they do and what they think. This is called keeping a diary. Some very great men and women have kept diaries which become very interesting because they tell us intimate, personal things. If you have never kept a diary, you will enjoy trying it for a while.

Here is the way one girl started her diary. She wrote down the events of the day in the order in which they took place.



Tuesday, October — 193—: I awoke this morning feeling fine. The sun was shining cheerfully. I dressed quickly and had my breakfast of — and — and —. Then I —.

Here is another way. Notice that the details are not very unusual or exciting, but they are interesting.

Tuesday, January — 193—: When Mother knocked at the door this morning, I thought it must be very early. Instead, I found that it was a dark, rainy day. I like rainy days though. I like to go squish-squashing along, trying to decide in which direction to hold my umbrella.

WRITTEN EXERCISE

Write a diary for two or three days telling one or two interesting things that happened each day.

31. Different Sounds of S

The letter *s* is not always sounded the same way. The *s* in the words in Group I is pronounced like the *s* in *so*. The *s* in the words in Group II is pronounced like the *z* in *buzz*.

| Group I | | Group II | |
|---------|---------|----------|---------|
| same | makes | is | plans |
| soda | aches | his | wars |
| pass | prints | yours | apples |
| hiss | first | runs | sings |
| yes | loose | hides | because |
| smile | history | busy | visit |
| sky | us | husband | lose |
| takes | listen | pansy | result |

EXERCISE

Read the following sentences. Which *s*'s sound like *z*'s?

1. Are these apples yours, or are they his?
2. He is too busy to choose the pansies which he likes best.
3. The history tells us about the plans of the generals in all our country's wars.
4. She always makes us smile when she sings that funny song.
5. Listen to the little snake hiss as you pass his cage.
6. My mother always uses soda when she makes biscuits.
7. The result was that Mrs. Brown's husband paid a visit to the president.
8. Does that amuse you?
9. I refuse to eat cheese.
10. I would not lose sleep to watch the sun rise.
11. He is the president of two boys' clubs.
12. Do not lose that pen, because it is the only one I have.

You have learned that the letter *s* is sometimes sounded like the *s* in *so* and sometimes like the *z* in *buzz*. It also has some other sounds. It is sometimes sounded like the *sh* in *shoot* as in Group I and sometimes like the *z* in *azure* as in Group II.

Pronounce these words:

Group I

Group II

| | | | |
|---------|---------|----------|-----------|
| sure | censure | pleasure | explosion |
| sugar | assure | treasure | measure |
| Asia | pension | vision | occasion |
| mansion | passion | decision | evasion |

3. Let us take our departure at once as rain seems to threaten.

4. I am surprised at your answer.

5. There are many curious sights to be seen at the circus.

6. You deserve a holiday.

34. Studying a Paragraph

Read the following story to yourself carefully:

THE ADVENTURES OF BALBOA

Balboa, the famous Spanish explorer, had many strange adventures. One of the most interesting was his escape from an island in the West Indies, where he was held a prisoner for debts. Every vessel was closely watched so that he should not leave the island. One day a supply ship was being loaded in the harbor. Balboa found an empty barrel, jumped into it, and fastened it on the inside. In a few minutes his barrel was rolled up the gangway with the others. Although it was most uncomfortable in the barrel, Balboa waited until the ship was far out at sea. Then he jumped out and persuaded the angry captain not to throw him overboard.

Soon Balboa made himself leader of the company and turned the voyage into a gold-seeking expedition. Thus another adventure began. The ship sailed to the Isthmus of Panama, where Balboa and his companions conquered many Indian villages, but found no gold. At last a friendly chief said to them, "If you go to the top of that mountain, you will see a vast body of water. On the other side of the sea is a country, the streams of which are filled with gold."

Then came the greatest adventure of all. Balboa and his men marched over rocky hills and through dense forests. At

last they reached the distant mountain. Balboa climbed to the summit alone. When he failed to return, his followers sought for him and found him gazing at a dark blue ocean, wide and wonderful. Balboa hurried down to the shore and, raising his sword, cried, "In the name of Spain, I take possession of this vast sea and all the shores it touches." Balboa named the ocean he discovered the South Sea, but we call it the Pacific Ocean.



How many adventures does this story tell you about? You will find that each adventure is discussed in a separate division of the story. Each of these divisions is a paragraph. How many paragraphs are there in the story? Which paragraph tells the story of Balboa's escape from the island? Which tells of the search for gold? What does the last paragraph describe? How can you tell where a new paragraph begins?

A paragraph is a group of sentences telling about a single subject or topic.

The first line of every paragraph should be indented.

A CLASS PROJECT

Be ready to discuss these questions in class. If you do not know the answers, consult your geography or history textbook. Be prepared to give the information clearly and definitely.

1. What countries would belong to Spain, according to Balboa's claim in the last paragraph of the story?
2. Who owns these countries today?
3. Why was Balboa's discovery important?

WRITTEN EXERCISE

Write a single paragraph on one of the following topics. Be sure to use the proper paragraph indentation.

1. Balboa's Escape
2. Why Spain Claimed the Pacific Ocean
3. The Discovery of the Pacific Ocean
4. What Balboa Claimed for Spain

35. Making Sentences

I. Which of the following groups of words are sentences? Complete those that are not sentences.

1. The famous Spanish explorer
2. Where he was held a prisoner
3. Every vessel was watched
4. In a few minutes

5. Although it was most uncomfortable
6. Balboa made himself leader of the company
7. Another adventure began
8. They found no gold
9. Balboa and his men
10. Over rocky hills and through dense forests
11. He climbed to the summit
12. He hurried down to the shore
13. Raising his sword
14. Gazing at a dark blue ocean
15. Balboa discovered the Pacific Ocean
16. He named it the South Sea

II. Change each statement to a question.

III. Make a negative sentence from each positive statement.

IV. Rewrite the following paragraph, using capitals and punctuation where needed:

there are many fine places to visit in new york state if you have never seen niagara falls you will marvel at the wonderful sight visitors listen in silence to the roar of the water the noise of the falls may sometimes be heard as far as buffalo

36. The Game: "Of What Am I Thinking?"

This game is played in the same way as the game "For Whom Are You Looking?" except that the two teams are called the *Ins* and *Outs*. The *Ins* say, "I am thinking of a colony that was settled by the Dutch."

The *Outs* answer, "The colony that was settled by the Dutch is New York." If the *Ins* use the correct word, *that* or *which*, they win a point. If they say *what*, they lose a point. The *Outs* repeat the words of the *Ins*, saying "colony that" or "which" as the case may be.

SUGGESTIONS FOR THE GAME

- An ocean that was discovered by ——
- A river that was discovered by ——
- The continent which was discovered by ——
- The colony which was founded by ——
- A colony that was governed by ——
- The church which was built on the Bowery——
- A place that was used for bowling——
- A place that was a famous farm——

That or *which* refers to places and things.

Who refers to people.

37. An Imaginary Diary

You may make believe that you are a great person in history. Plan a one-day diary for any of the characters named below. Be sure you select some important event to write about. Remember that your diary must seem to have been written by the character whom you select.

Peter Stuyvesant

De Soto

William Penn

Pocahontas

Captain John Smith

Columbus

Any character in a story

38. Contractions

Sometimes we say certain expressions in two ways—a long way and a short way. For instance, we may say “I do not know” or “I don’t know.” Do you know a short way of saying “he does not” and “he cannot”? Here are several short ways of speaking which you hear every day.

Short Way

I’m going home.
He isn’t my brother.
She doesn’t see you.
What’s the matter?
I’ll tell you a story.

Long Way

I am going home.
He is not my brother.
She does not see you.
What is the matter?
I will tell you a story.

These short ways of saying things are called **contractions**. In each contraction the apostrophe shows that one or more letters are omitted. In *I’m* the apostrophe shows that the letter *a* is omitted. What letters are omitted in the other contractions given in the sentences above? •

EXERCISE

I. Tell what letters are omitted in the following contractions. Use each contraction in a sentence.

| | | |
|---------|---------|---------|
| you’re | can’t | wasn’t |
| there’s | he’ll | you’ve |
| mustn’t | it’s | who’s |
| I’d | she’s | hasn’t |
| don’t | there’s | doesn’t |

39. Capital Letters for Titles

When you are talking to a boy, you call him by his first or last name. You say *Fred* or *Jones*; but in talking

| | | |
|---------------------|---------|------------|
| to his father | you say | Mr. Jones |
| to his mother | | Mrs. Jones |
| to his older sister | | Miss Jones |

When you are writing a letter to your friend Fred, you write on the envelope *Master Fred Jones*. In writing

| | | |
|---------------|-----------|-------------------|
| to his father | you write | Mr. Thomas Jones |
| to his mother | | Mrs. Thomas Jones |
| to his sister | | Miss Anne Jones |

Mr., *Mrs.*, and *Miss* are titles of respect which you use in addressing older people. You will notice that each of these three titles always begins with a capital letter.

Mr. is the short form of the title *Mister*. This short form is called an **abbreviation**. *Mrs.* is also an abbreviation. Every abbreviation is followed by a period.

Why is *Miss* not followed by a period?

Some titles, such as *Doctor* and *Professor*, may be used alone in speaking to a person. A title standing alone should not be abbreviated. You may say, "Good evening, Doctor Kent," or, "Good evening,

Doctor." *Mr.*, *Mrs.*, and *Miss*, however, must always be followed by the name of the person addressed. For the abbreviations of titles see the Appendix.

Every title must begin with a capital letter.

Every title which is abbreviated must be followed by a period.

EXERCISE

I. What titles would you use in writing the names of the following people?

Your friend Tom Field

Your teacher

Your uncle George Brown

Your principal

The wife of Uncle George

Your father

Your grandmother

Your mother

II. Write sentences using the title and name of

An army officer

The governor of your state

The chief health officer in your city

An American general in the Revolutionary War

40. Troublesome Sounds

A letter which you must watch carefully in your oral work is the letter *h*. Be sure to sound the *h* at the beginning of words like *have*, *has*, *hope*, and *hungry*. Don't forget that there is an *h* in words like *when*, *where*, and *while*.

Practice the following words and sentences:

The sound of *h*

| | | | |
|---------|---------|-------|---------|
| ha! ha! | horse | when | whine |
| here | harvest | where | wheel |
| help | habit | which | wheat |
| her | had | white | whether |
| hurt | history | while | whip |

1. Come here and help her carry the heavy handbag.
2. She hurt her hand under the heavy wheel.
3. Ha! ha! he has come home.
4. When have you seen the white horse?
5. Why hasn't he harvested his wheat?
6. Which hand did you hurt with the whip?
7. Her hair is almost white.
8. He has the habit of whining.
9. He has taken his history book home.

The following list of words shows the sound of *th* that we find in the word *thin*. If you say these words distinctly, you will see how different this sound is from the one you practiced in Lesson 29. For example, the *th* in *breath* is different from the *th* in *breathe*.

Practice these words carefully:

The sound of *th*, as in *thin*

| | | | |
|----------|---------|-------|---------|
| thin | thistle | thank | third |
| think | thief | oath | throng |
| thought | cloth | both | threw |
| through | hath | moth | thimble |
| thorough | breath | path | thing |

Read the following sentences. Be sure that you are using the correct sound of *th*.

1. Take the third path through the thick woods.
2. The thoughtful man is thankful he learned to be thrifty in his youth.
3. Where do you think I left my thimble?
4. The thief escaped because the throng was thick.
5. I think we have both thick and thin cloth.

41. One and More than One (*Is, Are*)

Read the following sentences several times:

- | | |
|--|--|
| 1. A book <i>is</i> on the table. | 5. Mary <i>is</i> a good pupil. |
| 2. Some books <i>are</i> on the table. | 6. Mary and John <i>are</i> good pupils. |
| 3. The child <i>is</i> sick. | 7. You two boys <i>are</i> late. |
| 4. The children <i>are</i> very well. | 8. John, you <i>are</i> too late. |

Notice carefully which of the above sentences speak of one person or thing. Which speak of more than one? You will find that the following statements are true:

Today or at present
one person (or thing) *is*
more than one *are*
you always *are*

ORAL EXERCISE

I. Fill the blank spaces with *is* or *are*:

1. There —— a man at the door.
2. He —— sick.

3. You —— much mistaken.
4. There —— two women in the yard.
5. Mother, —— you going to see them?
6. Their shawls —— wrapped close around them.
7. The younger woman —— very pale.
8. Her shoes —— shabby.
9. Her hands —— chapped.
10. Who —— she?

II. In each of the following sentences tell whether *one* is meant or *more than one*. If one is meant, change the sentence to mean more than one. If more than one is meant, change the sentence to mean only one.

1. My pencil is sharp.
2. My collar is clean.
3. My shoes are polished.
4. You are my fellow pupils.
5. The desk is clean.
6. The books are all in their places.
7. The papers are in the folder.
8. You, my teacher, are helping me with my lessons.
9. These lessons are not easy.
10. There is my bicycle.

III. Change each statement in the preceding exercises to a question, thus:

STATEMENT: There is a man at the door.

QUESTION: Is there a man at the door?

42. One and More than One (*Was, Were*)

Read the following sentences carefully:

- | | |
|---------------------------------|--------------------------------------|
| 1. One boy <i>was</i> here. | 4. You <i>were</i> here. |
| 2. Two boys <i>were</i> here. | 5. A good book <i>was</i> read. |
| 3. Fifty boys <i>were</i> here. | 6. Many good books <i>were</i> read. |

How do these sentences differ from the sentences where *is* and *are* were used? From these sentences you will see that:

Yesterday or at any past time

one person (or thing) **was**
 more than one **were**
 you always **were**

ORAL EXERCISE

I. Fill the blank spaces below with *was* or *were*:

1. I — not at home yesterday.
2. The girl — very tired.
3. Robert — not ready to go.
4. His brothers — waiting for him.
5. She — very tall and thin.
6. Her hair — dark and curly.
7. Her eyes — brown.
8. The boys and girls — in the classroom.
9. They — in their places at nine o'clock.
10. The lesson — a hard one.

II. Change each of the preceding statements to questions.

43. Direct and Indirect Quotations

LANDSEER'S WHIP

Landseer was a great animal painter. One day he came into his studio where some friends were waiting for him. He looked very tired.

One of his friends asked, "What have you been doing?"

"I have been training some horses in the field," replied Landseer.

"But you have no whip," said his friend.

"This is the whip I use," said the artist, holding up a lump of sugar.

What did Landseer's friend say to the artist when he came into the room? What did Landseer answer?

When we repeat the exact words of a speaker, these words are called a **direct quotation**.

Notice the quotation marks before and after these speeches. What other mark of punctuation is used to separate the words the men said from the rest of the sentence?

Look through the story and read the other words that were actually spoken by the artist and his friend.

Notice that each direct quotation in this story begins with a capital letter.

Every direct quotation is enclosed by quotation marks.

Every direct quotation begins with a capital letter.

A direct quotation is usually separated from the rest of the sentence by the comma.

EXERCISE

I. Write two of the sentences spoken by Landseer. In front of each sentence, write the words *Landseer said*. What punctuation will you have to supply for your direct quotations?

II. Supply direct quotations to complete these sentences. Be careful to use the exact words of the speaker. Use the correct punctuation and quotation marks.

1. I said to my mother.....
2. The little boy answered.....
3. The hungry man replied.....
4. The kind woman asked.....
5. I heard him say.....

III. Write from dictation several sentences from the story "Landseer's Whip." Correct your work by comparing it with the book.

In the story you will find this sentence:

One of his friends asked, "What have you been doing?"

This sentence gives us the exact words used by Landseer's friend. The exact words, as you know, are called a direct quotation. But it is possible to tell what the friend said without giving the exact words he spoke, thus:

One of his friends asked Landseer what he had been doing.

Since these are not the exact words spoken, we call such an expression an **indirect quotation**. Change each direct quotation in the story to an indirect quotation.

44. Practice in Using Synonyms

Substitute synonyms from p. 135 for the words in italics:

1. The cat sought the warmest spot in the house and then *seemed content* to stay there.

2. I never suspected that the little boy was really *suffering*.

3. The children were *curious* to find out what the surprise would be.

4. After threatening to refuse us permission to enter his grounds, the caretaker *was angry* because we did not *want* to go in.

5. A crowd of people collects on the side walk the *moment* someone looks up at the sky.

6. The *result* of my watching the crowd was that I came late to school.

7. My friend tried to attract my attention but *I refused to notice him*.

8. *I had no idea* it was so late.

9. *I listened* to the scolding *without replying*.

10. To my *utter dismay* I had to stay in on the day of the big game.

11. Do you *believe* that anyone can *endure* pain for more than a minute?

12. We met a *group* of people who *wanted* us to stay with them.

13. It is a *wonderful* sight to see the sun rise over a snow-capped mountain.

14. I suspect that your *answer* to my question was not truthful.

15. I *agree* to the child's being punished.

45. Writing an Invitation .

217 West 155 Street
New York, N. Y.
June 5, 1930

Dear Martha,

Next Saturday, June ninth, will be my sister's birthday. Mother and I are planning a picnic party in the park as a surprise for her. Won't you come to our home, ready for the picnic, at two o'clock Saturday afternoon?

Your loving friend,
Anna

You will notice that Anna's invitation states definitely the day and the time of the party. Can you think of any reason why Anna should tell her guests that the party was to be a picnic?

1 Tower Hill Road
Wyncote, Pa.
October 10, 1930

Dear John,

Did you know that Uncle Henry and Aunt Marian are here on a visit? I do hope that you can come over this week-end. Uncle Henry has many exciting stories to tell of ranch life in Texas.

We boys are sleeping out in the old playhouse. Bob and I have fixed it up, so that we can actually sleep and eat there. We aren't expert cooks yet.

Write me as soon as you know whether you can come. Father and I will meet you at Broad Street station.

Your cousin,
Philip

Is Philip's invitation attractive? Do you think he really wants John to come? What has he said that makes you think so?

Why does Philip not state definitely what time he will meet John? What must John be sure to say in his reply?

WRITTEN EXERCISE

I. Write from dictation one of the letters in this lesson. Compare your work with the copy in the book to make sure that your letter form is correct and that you have made no mistakes in the use of capitals and of punctuation marks.

II. Write a letter, inviting one of your friends to a camping party, an automobile ride, or a birthday party.

III. Exchange the letters written for Exercise II. In marking the letter which you have been given, look carefully to see that the form is correct.

46. Speaking with Expression

I. Read each of the following sentences three times. Imitate the voices (1) of a person who is surprised; (2) of a person who is disappointed; (3) of a person who is cross.

1. Isn't that letter for me?
2. It's almost five o'clock.
3. Aren't you ready to go?
4. The train has started.

II. Read each of these sentences three times. Imitate the voices (1) of a person who feels glad; (2) of a person who feels sorry; (3) of a person who feels afraid.

1. It's almost time to start.
2. There isn't anyone in sight.
3. Oh, here he comes.
4. I didn't know she was here.



5. The fire is out.
6. I don't know anything about it.
7. I threw that ball.

47. Question Mark in Quotations

Read again the story "Landseer's Whip."

What question is asked in the story? Where is the question mark? What other punctuation marks follow the question mark? Why?

Quotation marks are placed after the question mark.

I. Complete the following sentences by quoting a

question. Use the correct punctuation marks. Be sure you put the question mark in the proper place.

1. My brother said —.
2. Columbus called out —.
3. De Soto shouted —.
4. At Plymouth the Puritans whispered —.
5. Peter Minuit thundered —.
6. — asked the little man.
7. — he asked.
8. — whined the Indian.
9. — asked the lady.
10. — shouted the captain.

II. Change each of the preceding sentences so that it is an indirect quotation instead of a direct quotation.

48. Telling a Story

THE NEW PITCHER

Before they moved to the city, Henry Hale had always played with his sister. Mildred could run as fast and throw a ball as far as any boy. Henry found, however, that his new friends, who composed the baseball nine called the Junior Giants, laughed at him for playing with a girl. Henry hated to be laughed at and soon told Mildred that she must not expect to play with them.

The Junior Giants, or the "J.G.'s," had a great rival team, a nine called the Blue Sox. Each team had won two games. On the afternoon of the fifth and last game, the "J.G.'s" assembled with gloomy faces. Ted Turner, their star pitcher,

had broken his ankle. There was no one to take his place. It was nearly time for the game to begin.

At last Henry said hesitatingly, "I know a good pitcher."

"Who?" seven voices asked at once.

"My sister Mildred," he answered.



The boys started to laugh, but the captain said, "Can she really play? Go and find her, Henry."

It was hard to persuade Mildred that the boys really wished her to play, but she finally agreed to join them.

The boys will always remember that game. The Blue Sox shouted with laughter when they saw Mildred and said that "J.G.'s" must stand for "Junior Girls." Their laughter changed to respect before the game was half over. At the

end of it, both teams joined in three long cheers for the pitcher who had won the game for the Junior Giants.

"The captain says you may play whenever you want to," said Henry admiringly, as he and Mildred walked home together.

CLASS PROJECTS

I. Plan to retell this story, choosing one of the following ways of telling it. Choose three people to tell it as the three different characters might have told it. Criticize the three stories told.

1. As Henry might have told it to his father.
2. As Mildred might have told it to her mother.
3. As the captain of the team might have told it to the absent pitcher.

II. Here are some suggestions for stories which might be similar to the story of "The New Pitcher." Tell one of the stories to the class. Use conversations as you think they might have been spoken by the people in your story.

1. A football game—the center missing—the smallest boy takes his place.
2. A basketball game—a forward missing—a short boy takes his place.
3. A spelling match—the best speller is sick—a new pupil takes her place.

CLASS CRITICISM. After each talk has been given, the class may answer these questions:

1. Did the speaker have a good beginning sentence?

2. Did the speaker tell the story and then stop?
3. Did the speaker have a good closing sentence?
4. Did the speaker use his voice pleasantly?
5. Did the speaker use the words *and*, *so*, *then* too often?

WRITTEN EXERCISE

Write a letter to a friend whom you need for a certain game. Describe the game and tell your friend why your team needs him especially.

Try to use at least five of these words in your letter:

| | | |
|----------|---------|-----------|
| against | defeat | await |
| sorry | consent | pleasure |
| champion | eager | marvelous |
| surprise | chance | promise |

Second Review

I. In each of the following sentences choose the correct word from the two in parentheses:

1. Mary and (*I*, *me*) saw you go away.
2. Is it (*I*, *me*) whom you saw?
3. Have you the chair (*which*, *what*) I bought?
4. With (*who*, *whom*) were you walking today?
5. There (*is*, *are*) many things I'd like to buy.
6. These children (*is*, *are*) very neatly dressed.
7. One of them (*is*, *are*) very pretty.
8. At our table there (*was*, *were*) two friends of my father's.
9. They (*was*, *were*) talking about business.
10. (*Don't*, *Doesn't*) your father like to talk about business?

II. Use contractions for each of the following expressions in sentences:

| | | |
|----------|-------------|--------------|
| I am | you can not | she does not |
| you have | she did not | Mary has not |

III. Rewrite the following sentences using synonyms for the words in *italics*:

1. We *think* that a thief has taken the bag.
2. The *moment* you *agree* with me I shall *reply* to your request.
3. I *believe* you *suffered* many hardships on your trip.
4. We wanted to join the *crowd* that had already collected to see the parade.
5. The radio is a *wonderful* invention.

IV. Rewrite the following sentences making each direct quotation into an indirect quotation:

1. "What do you want?" asked the old lady.
2. "Please, ma'am, may I have some candy?" answered the little boy.
3. Then she said to him, "If you have money I shall let you have the candy."
4. Holding up a penny, the youngster replied, "This is all I have."
5. "Well then, my lad, you may have just one lollipop," snapped the keeper of the store.

V. Pretend that you are visiting in the country. Write a letter to your father or to your mother asking

for something which you forgot. Draw an envelope and address it properly.

VI. Write a description of four or five sentences of someone you know. Begin your description with one of the following expressions:

1. He (or She) looks just like . . .
2. He (or She) reminds me of . . .
3. I am always glad to see . . .
4. Everybody likes . . .
5. There is something queer about . . .
6. My brother is . . .
7. The first time I saw . . .
8. An odd character on our street is . . .

VII. Make believe that you are giving a party next week. Write a letter inviting your cousin or a friend. Try to make your invitation so interesting that it will be accepted.

VIII. Write from memory one stanza of poetry which you have learned this term.

IX. Rewrite the following story, using punctuation and capitals where they are needed:

thomas edison was once a newsboy on a train, one day he came into the car with a load of newspapers in his arms, a gentleman said to him, how many papers have you mr edison, answered thirty-five

throw them out of the window said the gentleman then he handed edison the money to pay for his papers

49. Giving Your Opinion

A good beginning sentence is important in every composition. Here are some beginning sentences for talks. Take any one you like and use it to introduce a talk. Use either form of the statement.

1. You can (or cannot) have more fun with a bicycle than with a pair of skates.

2. I should (or should not) rather have a camera than a fishing rod.

3. A summer camp is (or is not) a waste of time for boys (or girls).

4. We learn many useful (or useless) things outside of school.

5. — is the most interesting subject we study.

6. You can (or cannot) have a better time in the winter than in the summer.

7. When I grow up I should like to become a —.

8. It is (or is not) important to learn to save while we are still young.

9. Safety rules are (or are not) as important as health rules.

10. Every school should (or should not) have a good baseball or basketball team.

WRITTEN EXERCISE

Take any of the sentences above and write a paragraph of four or five sentences to prove that you agree or disagree with the statement.

50. Study of a Poem

THE ARROW AND THE SONG

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

HENRY WADSWORTH LONGFELLOW

Read the poem carefully and answer the following questions:

To what part of the title does the first stanza refer?
To what part of the title does the second stanza refer?
What does the third stanza tell? In what ways were the arrow and the song alike?

You will see that the stanzas of the poem are like the paragraphs of a story. Each stanza tells about one thing.

Copy the stanza which you like best.

On page 80 is a picture of the author of this poem. Find out as many interesting facts as you can about his life and be ready to report on them in class.

Memorize the poem. These three things will help you in learning the words of the poem:

1. Think of what each stanza tells.
2. Remember the first word of each stanza.
3. Notice carefully the words that rhyme.



HENRY W. LONGFELLOW

WRITING A POEM

Do you remember what was said on page 38 about writing a poem? Perhaps you would like to try to write another one on one of the topics suggested below:

Have you ever had a pleasant secret which you told to a friend?

Have you ever been praised for anything?

Have you ever slept out under the stars?

Have you ever watched the sunrise from a high hill?

Try to tell someone else how you felt. If your teacher thinks your poem good, she may permit you to read it aloud.

51. Two Language Games: *You and I*, and *You and Me*

The first player says, "You and I are going to the party." The second player repeats the sentence, adding the name of another pupil; for example, "Dorothy and you and I are going to the party." Each player in turn adds another name; for instance, "Robert, Dorothy, you, and I are going to the party." Anyone who leaves out a name or repeats the names in the wrong order must begin a new sentence.

The same game may be played, using the sentence, "She invited you and me to the party." The second player says, "She invited Harry and you and me to the party." Each player adds a name as before.

52. Using Quotations

Select each direct quotation in the following story:

THE ROBIN AND THE CHICKEN

A robin flew down from a tree to hunt for a worm. On the ground he saw a chicken.

"You are a queer looking bird," said the robin.

"You are a very strange chicken," said the other.

"You are much too large," the robin said in an angry tone.

"You are too small and your wings are too long," said the chicken.

"Can you sing?" asked the robin.

"I cannot. Can you crow?" answered the chicken.

"No, indeed," replied the robin.

Then they walked away. Each thought that the other did not know anything.

In this story you will notice that every quotation which is a statement is separated from the rest of the sentence by quotation marks and by a comma.

Remember that quotation marks are placed *after* the question mark. Read aloud two quotations which contain questions. How is each of these quotations separated from the rest of the sentence?

Find a quotation which contains more than one sentence.

WRITTEN EXERCISE

I. Write from dictation five sentences from the story of "The Robin and the Chicken."

II. Change each direct quotation to an indirect quotation.

53. The Game of "What Have You Done?"

The leader asks, "What have you done with the paper?"

The pupil selects any answer that makes sense. If the answer does not make sense, or if the pupil uses a wrong word he is out. He must write three sentences using the word he has missed.

WORDS WHICH THE LEADER MAY USE

| | | | |
|---------|-------|---------|----------|
| lesson | bed | home | airplane |
| picture | couch | ocean | kite |
| lake | floor | curtain | my work |
| desk | map | brook | ruler |

WORDS WHICH THE PUPIL MAY USE

| | |
|------------|-------------|
| have swum | have lain |
| have done | have broken |
| have flown | have drawn |

54. Using Proverbs in Stories

John's arithmetic paper looked as if it had been in his pocket with the top, the whistle, the key, and the knife which he usually carried. He told his mother, however, that his paper was untidy through no fault of his. He said he had a very bad pencil and a very old notebook. John's mother said, "A poor workman finds fault with his tools."

This story shows how a proverb may be used in a story. Think of an incident, real or imaginary, that will prove the truth of a proverb. Finish your story by using the proverb which is suitable for your story.

SUGGESTED PROVERBS

Be silent or speak something worth hearing.

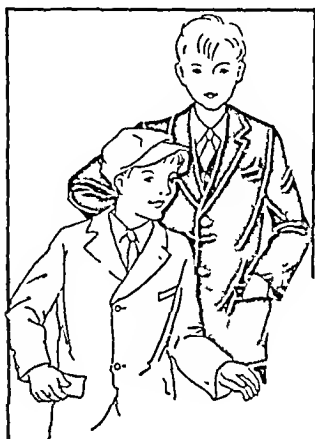
Better late than never, but better still, never late.

Never put off till tomorrow what you can do today.

Necessity is the mother of invention.

You can lead a man to college, but you cannot make him think.

Here are some suggestions for stories in which a proverb may be used:



1. Fred was in the eighth grade. His brother George was in the fifth. One day their mother asked both boys to meet her in a store in Union Square. Fred said he did not know how to get there. George said, "I'll find out how to get there."

2. Tom Sawyer, the hero of one of Mark Twain's novels, came to school without a handkerchief on the day when his teacher said she would inspect handkerchiefs. Tom tore off the end of his shirt and folded it like a handkerchief.

3. At two o'clock the team was to play at Van Cortlandt Park. All were waiting at the station for Eddie, the pitcher. Finally, at two thirty, Eddie rushed into the station

4. "When are you going to finish my suit?" asked a customer of his

tailor. "Oh, there is plenty of time. Perhaps tomorrow," answered the tailor. That night the tailor became ill and before help could reach him, he passed away.



5. Nancy Lawlor wanted everyone to think her entertaining. When Mrs. James called on her mother one day, Nancy, just to be pleasant, told her all about the neighbors. Mrs. Lawlor was embarrassed because Nancy gave the impression that her mother gossiped about her neighbors.



55. The correct Use of *He* and *Him* and of *She* and *Her*

I. Read the following sentences carefully, noticing the use of *he* and *him*:

It was *he*.

You and *he* must stay.

I am taller than *he*.

Is it *he*?

If I were *he*, I should go.

The teacher spoke to *him*.

I gave it to *him*.

We asked *him* to come.

Have you seen Thomas and *him*?

EXERCISE

In these sentences, use the correct word, *he* or *him*:

1. It was — who passed.
2. The teacher praised John and —.
3. — and I are playing ball.
4. They asked — and me to go.
5. Fred is two inches taller than —.
6. It was — who told you.

7. Tom and —— won the game.
8. They invited Harry and ——.
9. She is brighter than ——.
10. John and —— live on my street.
11. Did you and —— go?
12. It was —— whom I saw.

II. Study the following sentences, noticing the use of *she* and *her*:

- | | |
|---------------------------------------|------------------------------------|
| I thought it was <i>she</i> . | We saw you and <i>her</i> . |
| You and <i>she</i> may go. | Choose between me and <i>her</i> . |
| Her sister is older than <i>she</i> . | Did you buy it for <i>her</i> ? |
| Was it <i>she</i> ? | Did Mrs. Brown invite you |
| If I were <i>she</i> , I should go. | and <i>her</i> to the party. |

EXERCISE

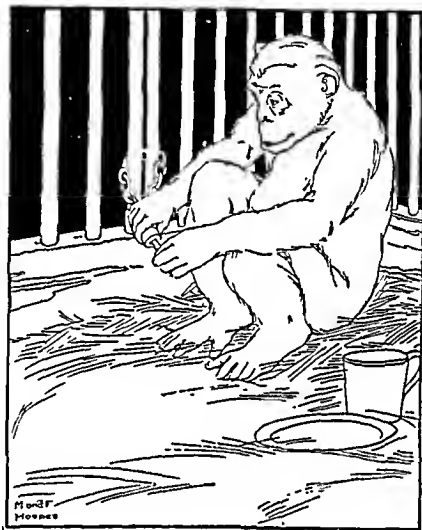
In these sentences, use the correct word, *she* or *her*:

1. What were you and —— doing?
2. —— and her sister are good girls.
3. When did you see ——?
4. I know both —— and her brother.
5. You and —— have done the work.
6. He invited —— and him to the party.
7. Do you think it was ——?
8. She said to divide the candy between you and ——.
9. Are you shorter than ——?
10. You said it was ——.
11. I thought you gave it to ——.
12. When did you and —— go?

56. Beginning Sentences in Stories

BALDY, THE MONKEY

One day I watched Baldy, a very clever monkey, try to open the door of his cage. His keeper had just fed him. The man had unlocked the cage with his keys, put the food inside, relocked the door, and departed. Baldy watched him intently during this operation. After the keeper had disappeared, Baldy took two straws, twisted them into the shape of a key, inserted them into the lock, and turned them around and around. Then he tried the door and seemed surprised that it did not open. He repeated the performance several times. He was a disappointed monkey when he found his trick would not work.



If you read carefully the story of "Baldy, the Monkey," you will find that the beginning sentence of this paragraph is explained in the rest of the paragraph.

You will find that a good beginning sentence will help you in telling a story. It announces the main point or topic of your paragraph. Perhaps you have heard a story which was not interesting because the

story-teller did not keep to his subject. He may have forgotten what he intended to say, or he may have become confused and wandered away from the main point of his story. If you keep your beginning sentence in mind, it will help you to keep to the subject. This will make your story clearer and more interesting to those who hear or read it.

EXERCISE

I. Choose one of the following sentences for the beginning sentence of a story to tell the class. Try to make your story explain the sentence just as the one about Baldy explained the beginning sentence.

1. Frisk, the fox terrier, was much puzzled by the phonograph.

2. It is fun to put our kitten where she can see herself in a mirror.

3. The old hen had found a queer looking egg in her nest.

4. I once saw a picture of a bunch of grapes so lifelike that a bird came and pecked at it.

5. It took a long time for our puppy to learn that he could not jump through a closed window.

II. CLASS CRITICISM. What questions about the story-tellers should you discuss? If you have forgotten, look back to see what other questions the class discussed whenever someone told a story. Be sure to discuss the opening sentence of each story, and how well the story followed the main point.

III. Write in one paragraph the story of Baldy, or one of the stories suggested by the sentences in the preceding lesson.

Exchange the paragraphs in class. Ask yourself the following questions about the paper which is given to you:

1. Does the paragraph stick to the point of the beginning sentence.
2. Does every sentence begin with a capital and end with a period or question mark?
3. Is the paragraph properly indented?
4. Are the words correctly spelled?

Mark, in some way which your teacher will suggest, any errors you may find. Return the paper to the writer to be corrected.

57. The Game: *Who, Which, That*

The object of the game is to make sentences showing the correct use of *who, which, that*. The class is divided into teams. The team having the highest score wins the game.

The teacher calls out a name of a person or a place or a thing. Suppose she calls out *Columbus*. The first pupil says, "Columbus is the man *who* discovered America." Or he may say, "I live in the land *which* Columbus discovered."

A wrong answer, or a wrong use of *what* instead of

who, which, or that counts against the side giving the wrong answer.

SUGGESTIONS FOR THE GAME

1. Washington—city in which ——
2. Lindbergh—aviator who——
3. Banana—fruit which ——
4. Tailors—people who ——
5. Books—that I ——
6. Games—that take ——
7. Cities—that have ——
8. The Hudson river—that ——
9. The Woolworth Building—which ——
10. The Subway—which ——

58. Recognizing Sentences

I. Read the following selection carefully and decide where each sentence should begin and end. Read the story aloud in class, each pupil reading one sentence.

II. Copy the story, using the proper punctuation.

not long ago a fire broke out in a big apartment house on the first floor lived a doctor it was very early in the morning the doctor was tired he had been taking care of sick people all night he was sleeping soundly he did not hear the shouts of the people in the street the doctor's great Dane dog knew that something was wrong he barked as loudly as he could the doctor did not hear him there was still one thing the dog could do taking his master's arm in his mouth carefully he pulled at it firmly at last he dragged the sleeping man to safety .

59. Using the Apostrophe

Read these sentences:

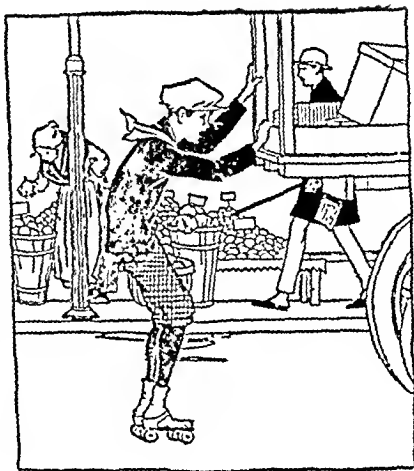
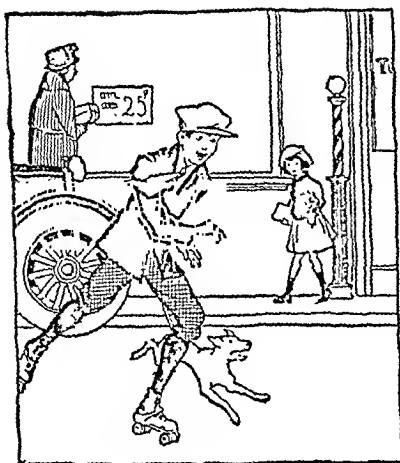
1. The boys' club meets today.
2. The girls' desks are next to the window.
3. Let us look at the monkeys' cage.
4. Babies' shoes are in the next section.

What words in these sentences are used to show possession? You will find that each of these words means more than one. What tells you this? In each of these words the apostrophe is used to show possession. It follows the s. How does this differ from the possessive form of words which mean only one?

EXERCISE

In the following sentences select the words which show possession. Tell whether they mean one or more than one.

1. A man's day is from sun to sun;
A woman's work is never done.
2. Everybody's business is nobody's business.
3. A boy's will is the wind's will.
4. Her deck once red with heroes' blood,
No more shall feel the victor's tread.
5. Land of the Pilgrims' pride!
From every mountain side
Let Freedom ring.
6. There was woman's fearless eye.
7. There was manhood's brow serenely high,
And the fiery heart of youth.
8. The sailor's face was white with fear.



60. Telling a Story from Pictures

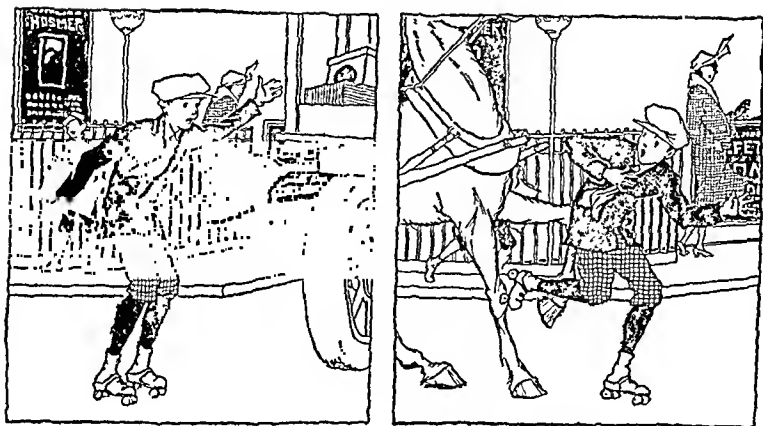
The pictures on these two pages tell a story. Look at them carefully. Where do you think Ted was going? Why was he skating in the street? Why did he decide to steal a ride on the truck? What happened when the truck turned a corner?

EXERCISE

I. Be ready to tell the story you have found in the pictures. Use one of these titles:

1. A Narrow Escape
2. Safety First
3. The Lesson Ted Learned

Write a good beginning sentence for your story. Tell the story in not more than five sentences.



II. Plan three or four pictures which tell another "Safety First" story. You need not draw the pictures, but be ready to tell the class what each one would show. For instance, the first picture might show a girl who is standing on the steps of a trolley car. In the second picture, she starts to get off, facing the wrong way. In the third picture, she steps to the ground just as the car starts. The fourth picture shows her just as a man saves her from falling to the pavement.

You may use one of these subjects in planning your pictures:

1. Don't stand up in the boat.
2. Don't play with matches.
3. Don't cross the street in the middle of the block.
4. Wait for the traffic policeman's signal.
5. Don't coast on a traveled street.
6. Don't throw banana peels on the sidewalks.

61. The Suffix *Ment*

The doctor treats a patient for an infected eye. The doctor gives him a *treatment*. The patient is cured and content. His *contentment* changes to worry when his eye begins to bother him again.

What does the suffix *ment* mean in *treatment* and *contentment*? Your dictionary will help you to decide.

What does the suffix *ment* mean in each of the following words?

| | | |
|------------|---------------|------------|
| merriment | agreement | judgment |
| government | entertainment | settlement |
| resentment | enjoyment | department |

Think of five other words to which you may add the suffix *ment*.

62. Negative Sentences

It is correct to say, "I didn't see any flowers," or "I saw no flowers."

It is incorrect to say, "I didn't see no flowers."

The words *no*, *not*, *none* are called negatives. How many negatives do you see in the sentences which are correct? How many negatives do you see in the sentence which is incorrect?

Do not use two negatives in a sentence.

EXERCISE

I. Change each sentence below to a negative sentence. For instance, change, "I have some books," which is a positive statement to, "I haven't any books," or "I have no books," which is a negative statement.

1. We want a piece of pie.
2. The pirates had much wealth in the cave.
3. My neighbor threatened to make a complaint.
4. Mother will entertain some friends today.
5. There is a lock on the door.
6. The pitcher had a wonderful curve.
7. I marvel at your fine spirit.
8. Someone has brought me a present.

II. Answer each of the following questions using a negative sentence:

1. Do you deserve punishment for anything?
2. Do you prove every statement you make?
3. Have you bought anything in the drug store?
4. Did you notice a sign on the door?
5. Were you present at an entertainment today?
6. Are some people envious of the wealthy?
7. Is there a pause between lessons?
8. Did you refuse to notice this girl?

63. The Correct Use of *Is* and *Are*

I. Answer each of the following questions with a sentence beginning *There is* or *There are*:

1. How many pupils are in your class?
2. How many books are in your desk?
3. How many windows are in your classroom?
4. How many teachers are in your classroom?
5. How many pictures are on page 219 of this book?
6. How many principals are in your building?
7. How many people live in your city?
8. How many pages are in this book?

II. Supply the correct word, *is* or *are*, in the following sentences:

1. Where — the girls who were here?
2. They — waiting for you at the corner.
3. You — half an hour late.
4. — the boys ready to go home?
5. What — he waiting for?
6. That girl — my cousin.
7. She and her mother — visiting at my house.
8. — you going to the circus?
9. One of the boys — throwing the ball.
10. The other boy — trying to catch it.

64. Letter of Acceptance

416 West 210 Street
New York, N. Y.
November 12, 1930

Dear John,

I received your kind invitation to spend Thanksgiving Day with you in the country. Of course I'll come and bring my sled in the hope that we'll have snow. But whether we have snow or not, I know we shall have a great time and I am looking forward to being with you.

Mother sends her best regards to the family.

Your friend,
Frank Silver

This is called a *letter of acceptance* because Frank is accepting an invitation which he has received.

How do we know what the invitation was? Why does Frank let us know what the invitation was in the first sentence? Why does Frank speak about having a good time? Why does his mother send her regards to John's family?

Imagine that you are reading the invitation which Frank received. Read it aloud. Make another beginning sentence telling John that you received his invitation for Thanksgiving Day. Make another sentence telling him that you will come. Make another sentence sending best regards as in the last sentence.

EXERCISE

Here are some invitations which you may accept.

1. Your cousin invites you to a baseball game. In your reply be sure to repeat when the game is to be played and between what teams. Also tell him why you want to go.

2. You are invited to join a club. Repeat the name of the club, where it meets, and your reason for wishing to join.

3. Your aunt invites you to a picnic. In your reply be sure to repeat the time when the picnic is to be held, and the place you have arranged to meet your aunt.

4. Your grandmother has invited you to spend a week in the country. Be sure to tell her in your reply on what day you are planning to arrive and on what train.

5. A boy who has just moved into your neighborhood invites you to his birthday party. Be sure to repeat the time when the party is to be held and tell why are you glad to go.

In your reply remember

1. To tell what invitation you accept in the first sentence.
2. To tell why you are glad to accept.
3. To have a good closing sentence.

65. Using *Like* and *As If*

These sentences are right:

It does not taste *as if* you made it.

I did not say it *as you* did.

It does not look *as if* I shall go.

He runs *as if* he wanted to win.

She plays *as if* she had a good teacher.

I read the same books *as you* did.

She looks *like* me.

These are wrong:

It does not taste *like* you made it.

I did not say it *like* you did.

It does not look *like* I shall go.

He runs *like* he wanted to win.

She plays *like* she had a good teacher.

I read the same books *like* you did.

She looks *like* I look.

Make three sentences using *as* correctly.

Complete the following sentences by filling the blank spaces with the correct word, *like*, *as*, or *as if*:

1. He did not make the radio — you made it.
2. It seems — if you are right.
3. This poem does not sound — you wrote it.
4. The bells ring — if they were angry.
5. In this room you will find no person — your father.
6. No one works as hard — I do.
7. Do you think that Mary looks — me?
8. Is this boy as greedy — he is?
9. I wonder if you made the same mistake — she did.
10. Please be as silent — I am.

I. Complete the following sentences:

1. I wandered lonely as —
2. The poor man was as content —
3. Don't be foolish like —
4. Her dress is as beautiful —
5. Does she know the secret like —
6. These children are as greedy —
7. My little brother asks as many questions as if —
8. The singer has a nice voice just like —
9. In she speaks just like —
10. Who do you think dances like —

66. Troublesome Sounds

Practice the following words and sentences until you are sure you pronounce the vowels correctly:

The short sound of *u*, as in *up*

| | | | |
|------|--------|---------|---------|
| up | dust | come | mother |
| fun | butter | some | other |
| but | summer | dun | lovely |
| sun | crust | brother | enough |
| jump | supper | young | country |

1. You must get up before the sun comes up.
2. May I have some butter on this crust?
3. My younger brother and my mother are in the country this summer.
4. Will one pound of butter be enough for supper?
5. It is fun for us to jump in the sawdust, but it is no fun for others.

67. Using Synonyms

1. John Henry *listened intently* to the native's directions.
2. He *consented* to take an extra horse with him.
3. However, John Henry did not *think* that he needed to take a guide.
4. The Major *thought it best* for him to start during the day.
5. He seemed *quite content* to accept the Major's suggestion.
6. He had heard stories of men who had *suffered* many misfortunes in that strange country.
7. When night came, John *listened in silence* and *in terror* to the call of the wolf.
8. He *judged it wise* to do nothing until morning.

Change each of the words or expressions in italics to one of the expressions listed on page 135.

68. An Imaginary Journey

How would you like to travel? Well, you may travel—in imagination. Close your eyes and imagine yourself getting ready for a journey. Here is an outline to help you:

Where are you going?

What are you taking along?

Who goes with you?

What interesting things do you see?

Here are some places to which you may travel in imagination:

| | |
|--------------------------------|--------------------------|
| Canada | Ausable Chasm |
| Niagara Falls | Yosemite Valley |
| Atlantic City | The city of Buffalo |
| Saratoga Springs | To Bear Mountain Park |
| Pike's Peak | The Adirondack Mountains |
| To Lake —— (any lake you know) | |
| To Camp —— (any camp you know) | |

Before you are ready to tell your classmates about your travels think of

1. A good beginning sentence.
2. A most important event.
3. A good ending sentence.

WRITTEN EXERCISE

Plan an imaginary journey to one of the places suggested on page 101; or to one of the following places:

| | |
|------------------------|----------------------|
| The Apple Country | The Rocky Mountains |
| The Salmon Fisheries | The Canadian Rockies |
| The Great Wheat Fields | Havana |
| The Coal Mines | Miami |
| The Great Lakes | California |

When you write your story, be sure to

1. Have a good beginning sentence.
2. Have a good story to tell.
3. Have a good ending sentence.

69. Addressing Envelopes

Address envelopes to each of the following people. Use abbreviations for titles.

1. To Thomas L. Gray, a physician, who lives in Denver, Colorado. His street address is 157 Highland Avenue.

2. To Robert S. Lawrence, a major in the army, who is stationed at Camp Benning, Georgia.

3. To Richard E. Leavitt, a professor at Ohio State University, Columbus, Ohio.

4. To Leonard F. Hollis, a minister, who lives at 525 North Union Street, Buffalo, New York.

5. To Peter H. Hoyt, a colonel in the army, who is stationed at West Point, New York.

6. To the Governor of New York State.

7. To the wife of John R. Thompson, 151 University Avenue, Ithaca, New York.

70. Making an Outline

THE SWORD OF DAMOCLES

In an ancient city many years ago, there lived a powerful king who was surrounded by a group of flatterers. The worst of these was a man named Damocles, who never wearied of saying, "How fortunate you are to be so powerful! You are the mightiest man on earth and fear no one. Oh, to be king for a day!"

"You shall have your wish," said the king. He ordered a rich banquet served in dishes of gold. Damocles, dressed in robes of purple and scarlet, sat in the king's seat. "Now I am happy," he thought. Just then he glanced up and saw directly above him a sharp sword hanging by a single thread. When he exclaimed in horror, the king said calmly, "That is nothing. Danger always hangs over a king's life."



Read each of these quotations, using the tone of voice which you think the speaker might have used.

Does the first sentence in this story answer the questions *Who*, *When*, and *Where*? Do you think the story is clear and interesting?

EXERCISE

I. Read carefully the first paragraph of the story. The first sentence of the paragraph helps to make the story clear by telling *Who*, *When*, and *Where*. It is not enough, however, merely to have a good opening sentence. In order to have a good story, you must have a plan. This plan is called an **outline**. To make an outline, write short, simple sentences which tell the main facts of the story. You may begin in this way:

1. The king is flattered by Damocles and his friends.
2. Damocles wishes to be a king for a day.
- 3.
- 4.
- 5.

Complete the outline by writing three more sentences.

II. Tell the story to the class, following the outline you have written.

Third Review

I. In the following sentences use the correct form of the word in parentheses:

1. Have you (*do*) everything you were told to do?
2. The class has (*choose*) me for its captain.
3. My father has (*drive*) his car for two years.
4. Have the girls (*sing*) their opening hymn?
5. The teacher has (*ring*) the bell too soon.
6. Have you (*hang*) your stockings on the tree?
7. Why have you (*lie*) down to rest?
8. The big boat has (*sink*) the little one.

II. Rewrite the following sentences. Change each indirect quotation to a direct quotation, and each direct quotation to an indirect quotation.

1. "Where are you, Tommy?" said his mother.
2. He said to himself that he must not cry out.
3. At last the man called out, "Today we will go hunting."
4. He must not go thought the boy or they would surely hurt him.
5. "Well my lad, what say you?" called the leader.

III. Answer each of the following questions by a positive statement:

1. Is your brother able to take care of himself?
2. Are you working very hard?
3. Can your friend sing well?
4. Have you a little sister?
5. Will you be promoted this term?
6. Should children learn to dress themselves?
7. Are there many children in your school?
8. Was the river frozen last winter?
9. Have the leaves begun to fall?
10. Has your teacher ever written to your mother about your grades?

IV. Answer each of the preceding questions by a negative statement.

V. Change the meanings of the following sentences so that the italicized words will mean more than one. Make other necessary changes.

1. The *boy's* book is lost.
2. I have the *child's* ball.
3. Have you seen this *girl's* hat?
4. My *sister's* friend hurt herself.
5. This little *girl's* hat fits her.
6. The *policeman's* coat was torn.
7. We repaired the *dog's* house.
8. My *brother's* bat is here.
9. Is this *man's* house on fire?
10. The *Mexican's* horse ran away.

VI. Imagine that someone has invited you to see a game. Write a letter accepting the invitation.

VII. Write five sentences using the following words:
loss, for, calm, wise, least.

Write five sentences using the opposites of these words.

VIII. Rewrite the following story using capitals and punctuation marks where necessary:

When abraham lincoln was president of the united states he answered many hard questions one day mr. douglas asked how long a mans legs should be mr lincoln smiled and answered i should think they ought to be long enough to reach from his body to the ground.

71. How to Measure Yourself

It is very easy to measure yourself if you follow these directions carefully. Get a twelve-inch rule. Stand up against a wall, your feet flat on the floor, your back straight against

the wall. Then place the rule flat on top of your head. You must be sure that the rule rests on the top of your head and that it is parallel with the floor. Then, holding the rule in one hand without moving its position, turn around and mark the place where the rule touches the wall. Then measure



the distance from the floor to the mark which you made on the wall. This, if you have followed directions, will give you your height.

ORAL EXERCISE

I. Let one of your classmates read aloud the directions for measuring yourself while you follow the directions.

II. Give directions as you would to someone who did not know how to

1. Send a package by parcel post.
2. Weigh himself on a slot machine.
3. Go to Van Cortlandt Park or some other park.
4. Address an envelope.
5. Send a letter by airmail.
6. Tune in on your radio.
7. Play hockey or any other game which you know.
8. Open a can of tomatoes.
9. Build a snow fort.
10. Shine his shoes.
11. Send a fire alarm.
12. Call someone on the telephone.

72. Telling Stories from Outlines

Did you ever hear anyone tell a story which was not clear? Perhaps he had to stop in the middle of the story to explain something that he should have told in the beginning. Such a story is not interesting.

You can make your stories clear by having a definite *plan or outline* in mind before you begin to talk. The outline will help you to remember the story and to tell things in their proper order.

ORAL EXERCISE

Here are some outlines for stories. Most of them are stories which you know. One outline is for a story of something which may have happened to you. Select

one of the outlines and be ready to tell the story to the class, following the outline. Try to have your first sentence answer the questions *Who*, *When*, and *Where*.

I. The Cat and the Monkey

1. A cat watches chestnuts roasting in the fire.
2. A monkey wants the chestnuts.
3. The monkey flatters the cat.
4. The cat pulls the chestnuts out of the fire.
5. The cat burns its paws.

II. The Golden Touch

1. King Midas wishes that everything he touches would turn to gold.
2. His wish is granted.
3. He touches a number of objects (wall, dishes, chairs, etc.)
4. He touches his food (bread, apples, nuts, etc.)
5. He kisses his little daughter.
6. He prays to be released from his wish.

III. The Goose That Laid the Golden Eggs

1. The farmer and his goose.
2. What the farmer wanted.
3. What the farmer did.
4. What happened.

IV. The Two Goats

1. A narrow bridge over a brook.
2. The meeting of two goats in the center.
3. The quarrel.
4. The result.

V. Counting the Chickens

1. A farmer's boy carries eggs to market.
2. He plans to sell the eggs and buy chickens.
3. He plans to sell chickens and buy pigs.
4. He plans to sell pigs and buy cattle.
5. He jumps for joy and the eggs are broken.

CLASS CRITICISM. After each story has been given, the class may discuss the following questions:

1. Did the speaker have a good opening sentence?
2. Did he tell things in their proper order?
3. Did he put in anything which was not necessary?
4. Did he use some words too often?
5. Did he speak distinctly and pleasantly?
6. Did he have good posture?

WRITTEN EXERCISE

Write one of these stories in a short paragraph. Be sure to follow your outline.

73. The Correct Use of *I* and *Me*

Answer the following questions with sentences using the correct word, *I* or *me*. If you are not sure which form is correct, read Lesson 32.

1. Is the pupil behind you taller than you?
2. Who sits in front of you?
3. Who walked to school with you this morning?
4. Was it you who answered the last question?
5. Did the teacher call on you?
6. Who sits next to you?

7. Was it you who were late this morning?
8. Whom did the teacher ask to answer this question?
9. Is it you who sit on the front seat?
10. Was it you who sharpened the pencil?
11. Are you and your brother in the same class?
12. What pupil in your class lives nearest to you?

74. Describing a Person

The name "Fatty" suited him. He was not really very fat, but he was jolly. When he smiled, his eyes seemed to close and his cheeks seemed to puff out like two red apples. Everybody liked him because he was good-humored. I never knew him by any other name than Fatty.

What is the opening sentence?

What is the closing sentence?

What is the most interesting part of this description?

Does it arouse your interest?

Below are some opening sentences for descriptions. Think of some interesting things to say in describing them. Then think of a good closing sentence.

1. "Rags" was a favorite among us.
2. The little girl looked very shabby and forlorn.
3. Susan was the best dressed girl in school.
4. Billy came prepared to play in the team.
5. I was ready for the party.

WRITTEN EXERCISE

Choose one of the opening sentences for a description from the preceding section, or make up one of your own.

After you have made an outline for your description, you may write it.

CRITICISM. Check your composition to make sure

1. That the spelling is correct.
2. That you have good sentences.
3. That your composition is interesting.
4. That you stick to the point of your opening sentence.

75. Using Synonyms

I had broken a vase while bouncing a ball against the ceiling. Just at that moment my father entered. He was very angry. That night after supper he sent for me. I entered the room in fear and listened in silence to his remarks. He thought it best that I be punished for my carelessness. I agreed to do what I could to replace the vase. Moreover, I was willing to buy another vase with my savings. My father appeared to be satisfied, but marveled at the fact that I had been able to save ten dollars out of the money I made selling magazines.

In this paragraph are all of the expressions listed under "Phrasings" on page 135. Find these expressions and substitute for each an expression which means the same thing. For instance, *in fear* may be changed to *in terror*.

76. Giving Reasons

In giving reasons for your opinion on a topic, you must try to convince your hearers that you know what

you are talking about. Here are several topics on which you may give your opinion. Be sure that you are able to prove that you are right.

1. Why squirrels hide nuts.
2. Are girls better spellers than boys?
3. The greatest hero about whom you read this term.
4. Who is the greatest living hero?
5. What is the best story you ever read?
6. What hero should you like to be?
7. If you had the opportunity, where should you like to travel?
8. What business should you like to be in when you grow up?
9. To what high school ought you to go?
10. To what camp should you recommend a friend?

WRITTEN EXERCISE

Write a paragraph of five sentences giving your reasons on any topic which was discussed in class. You may begin with one of the following expressions:

1. I believe that ——
2. My opinion is that ——
3. In my opinion ——
4. My reasons for thinking that ——
5. I have many reasons for believing that ——

Try not to use the words *and* and *so* too frequently. Use instead such words as *besides*, *moreover*, *on the other hand*, *therefore*, and *hence*.

77. Troublesome Sounds

Read the following words and sentences several times until you are sure you pronounce the sound of *oi* correctly.

The sound of *oi*, as in *oil*

| | | | |
|------|---------|---------|--------|
| oil | joy | voyage | avoid |
| soil | boil | rejoice | noise |
| boys | join | loiter | voice |
| toy | point | annoy | employ |
| toil | destroy | loyal | coin |

1. Just remember to oil the wheel.
2. That boy may join the line if he does not loiter.
3. Don't disappoint the employer.
4. Digging in the soil is great joy.
5. We rejoice that we are loyal.
6. Raise your voice but avoid making too much noise.
7. You must not loiter in front of the school.
8. Don't annoy the animals.
9. He brought back that coin from his last voyage.
10. Too much oil will destroy that toy engine.

78. The Prefix *Dis*

I *claim* the right to buy where I please.

I *disclaim* any knowledge of your affairs.

We have *respect* for our parents.

He treated the stranger with great *disrespect*.

An *honest* man has many friends.

A *dishonest* man has many enemies.

I *agree* with you when you are right.

I *disagree* with you when you are wrong.

What does the prefix *dis* mean? What does each of the following words mean? Look for the part of the word which you know.

| | | |
|------------|------------|----------|
| distaste | discolor | disclaim |
| dissatisfy | discontent | dishonor |
| disenchant | disable | dislike |

Construct five words with the prefix *dis*. Check these words by looking them up in a dictionary.

Make sentences using any three words with the prefix *dis*.

79. Letter of Regret

29 Albany Road
White Plains, N. Y.
December 12, 1930

Dear Tom,

I find that I cannot accept your kind invitation to spend Christmas Day at your house in New York. I had been hoping all along that you would invite me, because I wanted to see the toys in the windows of the department stores. But my Uncle George is coming from Chicago, and he will miss me if I am away. Think of me when you see the beautiful things on Broadway.

Regretfully yours,
John Akers

What does John's first sentence tell Tom? What sentence tells Tom that John would like to spend Christmas in New York? Why did John especially wish to spend Christmas with Tom? What word in the closing

statement shows that John is sorry because he cannot go to New York?

Make another beginning sentence telling Tom that you cannot accept his invitation.

Think of the best beginning sentence that you have ever heard for a letter of regret. Use it for the beginning of such a letter.

What is the closing sentence of this letter?

Think of another thing you might say in closing a letter of regret. Use the best closing sentence for a letter of regret.

Here are some invitations. Answer one of them by declining the invitation. Remember (1) to say in the beginning sentence that you are very sorry that you cannot accept the invitation; (2) to give a good reason for being unable to accept; (3) to have a good ending sentence.

1. An invitation to a party next Saturday afternoon.
2. An invitation to a game of indoor baseball or handball or jacks after school.
3. An invitation to dinner next Sunday.
4. An invitation to spend a week at a camp during the vacation next summer.

80. Using *To* and *At* Correctly

There are in our language certain little words which we must be particularly careful to use correctly. Two of the words are *to* and *at*.

Read the following sentences several times, noticing the use of these words.

to

1. He spoke to me sharply.
2. He went to a party.
3. I am going to school.
4. Won't you listen to my story?
5. I gave the note to my mother.
6. He came to the office.
7. The man showed the pictures to us.
8. The scoutmaster agreed to our plan.
9. I went to bed at nine o'clock last night.

at

1. He laughed at me.
2. He was not at home.
3. I was visiting at their house.
4. I was at school this morning.
5. My aunt is staying at my house.
6. I was at the meeting.
7. My mother is at home.
8. I began at the top of the page.
9. I stood at the end of the line.

EXERCISE

Fill the blanks in these sentences with *to* or *at*. If you are not sure which is right, look at the sentences above.

1. I was —— school when the fire broke out.
2. I wish he wouldn't laugh —— me.

3. He spoke —— the man who owned the car.
4. Ellen is going —— a party.
5. My grandmother lives —— our house.
6. I am —— the head of the class.
7. I was on my way —— school when I met him.
8. I went —— bed —— nine o'clock.
9. She sent a note —— my brother.
10. Miss Johnson was not —— home.

81. Study of a Picture

The picture on the opposite page shows a scene in Brittany, which is a part of France. Answer these questions about the picture.

What time of the year does the picture suggest? Why are the children smiling? What do you think the bear has been doing? What would be a good title for the picture? Why?

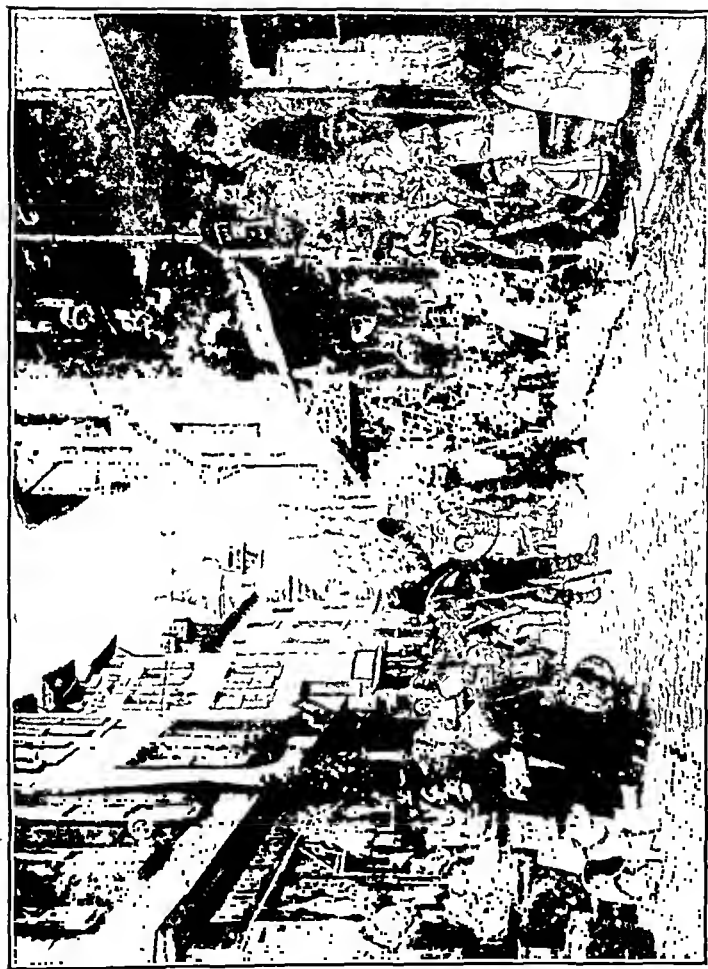
The original painting from which this photograph was taken is in the New York Public Library at Forty-second Street and Fifth Avenue. Perhaps you will like to go to the library to see the picture.

EXERCISE

I. Tell the class a story based on one of these suggestions:

1. Choose one of the children in the picture. Imagine you are that child. Tell what happened the day that the trained bear came to town.

2. Notice that the keeper of the bear holds him by a chain. Imagine that you are the man. What name will you take?



STREET SCENE IN BRITAIN

Tell how you came to own the bear. Here are some suggestions:

1. He caught the bear as a little cub.
2. He set a trap for him in the forest.
3. The bear was hungry and came to feed at his hut.

3. Imagine that the bear can talk. Tell what he would say:

- a. About his capture
- b. About his master
- c. About the people who watch him

II. Write one of the stories which you have heard in class.

82. Making an Outline

BRUCE AND THE SPIDER

Robert Bruce, the great Scotch hero, was at one time greatly discouraged. His kingdom seemed to be falling to pieces. His army had been defeated several times by the English. His companions were scattered. He himself had been forced to take refuge in a deserted hut.

As he sat there, weary and sad, suddenly he noticed a spider trying to spin a web from one rafter to another. Six times the spider almost succeeded. Each time a little gust of wind blew back the thin thread. But the spider persisted and, on the next trial, succeeded in fastening the thread.

Robert Bruce thought that his own troubles were like those of the tiny insect. He jumped up and exclaimed, "I will be as patient as the spider! I, too, have lost six battles,

but I shall fight on until I spin a web about my enemies and make Scotland free." With renewed courage, he gathered his men to fight for their country.

In making an outline for this story, try to sum up the thought of each paragraph in a single sentence. To do this, you must first read the paragraph carefully and select the most important sentence. Then give the thought of this sentence in as few words as possible, and make it a topic in your outline. Each topic should be brief. For example, you will find that the topic sentence of the first paragraph is "Robert Bruce, the great Scotch hero, was at one time greatly discouraged." The rest of the paragraph tells why Robert Bruce was discouraged. The thought may be summed up briefly: "Robert Bruce was greatly discouraged."

You may use this short sentence as the first part of your outline. How many parts will the outline have? After reading the other paragraphs, complete the outline.

OUTLINE OF "BRUCE AND THE SPIDER"

1.

2.

3.

EXERCISE

Using the outline you have made, write the story of "Bruce and the Spider" without looking at the story in the book.

83. The Correct Use of *Was* and *Were*

I. Make up sentences using the following groups of words. Begin every sentence with *There was* or *There were*.

| | |
|-----------------|---------------------|
| two boys | a red automobile |
| a few people | a pink silk dress |
| a little child | green leaves |
| several books | some pictures |
| a dozen eggs | beautiful flowers |
| many pupils | thirteen colonies |
| a great general | many famous battles |

II. Use the correct word, *was* or *were*, in each of these sentences:

1. You — not at home when I called for you.
2. Why — you late this morning?
3. There — a fire in the next block.
4. One of the children — badly hurt.
5. There — two apartments for rent.
6. They — on the third floor.
7. The girls who just passed us — my cousins.
8. They — on their way to church.
9. That boy — in our class last year.
10. We — good friends at that time.

III. Change each statement in Exercise II to a question.

84. Using Correct Forms of Words

The words in italics in the following sentences are words that you need to know how to use correctly.

Read the sentences several times, noticing the use of these important words.

They *lay* on the ground.

They were *lying* on the sand.

He *ran* a race.

He *sprang* to his feet.

She *taught* him a lesson.

The man was *drowned*.

He *swam* across the stream.

He was badly *hurt*.

He *heard* a cry.

EXERCISE

I. Read the following story, using in the blank spaces one of the words you have just studied:

THE RESCUE

One day a boy was —— on the grass beside the river. His dog —— beside him. Suddenly they —— a scream. The boy —— to his feet and —— to the edge of the water. But the dog reached the water first. He —— straight out into the river and in a few minutes —— back, dragging a little girl by her dress. "How glad I am that she was not ——!" said the boy. "I wonder who —— Rover to swim."

II. Write a short story using one of the following titles. Use as many as you can of the words suggested for each title.

A HARD LESSON: *lay, taught, learned, began, swam, sprang.*

A BRAVE BOY: *lying, ran, sprang, rode, hurt, was drowned.*

85. Giving an Explanation

"I see that you have a different reader from any other person in your class. How did that happen?"

"This is what happened."

Think what might have happened and give your explanation to the class. Your classmates will decide who gave the best explanation.

Here are some other things to explain:

1. Why —— is your favorite radio set.
2. What person you would like to be.
3. Why swimming is good exercise.
4. Why dogs make better pets than cats.
5. Why some streets are "one way" streets.

86. Study of a Poem

PEACE

Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenal or forts.
The warrior's name would be a name abhorred;
And every nation that should lift again
Its hand against a brother, on its forehead
Would wear forevermore the curse of Cain!

HENRY WADSWORTH LONGFELLOW

Why are arsenals and forts needed? Are our borders protected by forts? Do other countries need to pro-

tect their borders? Why? Read aloud the words of the poem which tell when forts will no longer be needed.

Name three things for which nations have fought.

What steps have the nations taken since Longfellow's death to try to settle their differences without war?

How does the United States spend money for defense? Is this necessary?

How does the United States spend money for education?

What simple word do you usually use instead of abhorred?

Who was Cain? What was the curse of Cain?

This poem expresses two important thoughts. Read the lines which express these thoughts.

Copy one of the stanzas. Compare your work with the book to make sure that you have begun each line with a capital letter.

WRITING A POEM

What do you think about when you read about a brave deed of an ancient knight?

How do you feel when you see the American flag in a parade on some holiday such as the Fourth of July?

You may be a boy scout and may have helped to raise the flag every morning. What do you think about as you watch it unfurl in the morning air?

Perhaps you are stirred by tales of soldiers and heroes.

You might like to write a poem about the way you feel. Think of a good topic which this poem, or the questions, have suggested, and write something about it.

87. Troublesome Words

I. Notice the pronunciation of the following words:

| | |
|----------------------|--------------------------------|
| just rimes with must | ate rimes with late |
| give rimes with live | debt—the <i>b</i> is silent |
| such rimes with much | plumber—the <i>b</i> is silent |
| can rimes with man | climb—the <i>b</i> is silent |

Read the following sentences aloud:

1. Give him just as much as you can.
2. I never ate such a sweet apple.
3. Just listen to me.
4. I can run very fast.
5. They give her such pretty things.
6. We are always in debt to the plumber.
7. He climbed down the ladder just in time.
8. Our plumber pays his debts promptly.

II. Be careful about the pronunciation of these words:

| | |
|-------------------|--|
| engine | The first syllable is <i>en</i> , as in <i>Ben</i> . |
| across | The last syllable is <i>cross</i> . |
| drowned | This word has only one syllable. |
| library | Be sure to pronounce the <i>r</i> after the <i>b</i> . |
| catch | See the <i>cat</i> in <i>catch</i> . |
| let me give me | } Do not run these words together. |

could have gone Pronounce these words distinctly. The second word is *have*.

Read the following sentences aloud:

1. The fire engine passed the door.
2. Walk across the room.

3. The cat was drowned.
4. Give me a book from the library.
5. Let me do that.
6. Let me take him across the street.
7. The cat catches a mouse.
8. I could have helped you.
9. Did you catch the ball?
10. He could have heard the fire engine.

88. Making an Outline

Read again Lessons 70 and 82.

These lessons tell you how to make an outline before you begin to talk or to write. Why is an outline necessary? What kind of sentence is used in an outline? Here are some topics for which you may make outlines.

| | |
|--------------------------------|----------------------------|
| A Wise Bird | My Magic Wand |
| What a Day! | A Foolish Bargain |
| Not One Penny | Almost an Accident |
| My Lucky Day | My Enchanted Castle |
| Why Thrift Pays | Our Neighbors, the Indians |
| Too Much of a Good Thing | |
| How I Expect to Become Wealthy | |

89. A Class Discussion

Read the following paragraphs. Find out what each paragraph is about.

Read the sentence which gives the most important thought in the paragraph. Show how the rest of the paragraph explains this sentence.

A FAMOUS ENGLISH SAILOR

Francis Drake learned to love the sea in his earliest childhood. His father was a chaplain in the navy, and his family made their home in the hulk of an old warship moored in Plymouth harbor. The boy liked nothing else so well as listening to the sailors' stories of the strange lands they had visited across the sea. He made up his mind that he too

*Brown Brothers*

would be a sailor and visit far-away countries. When he was still a boy, he sailed with the captain of a trading vessel that plied between France and Holland. A few years later the captain died and left his ship to Francis Drake. Thus the boy became master of his own ship at the age of eighteen.

In later years Francis Drake became one of England's most famous sailors. Queen Elizabeth fitted him out with a handsome ship named *The Golden Hind*. In this vessel he sailed across the stormy ocean and defeated many Spanish

ships. As a result of his explorations, he claimed for England all the western coast of North America. With other brave Englishmen, he defeated a great fleet called the Spanish Armada. Queen Elizabeth gave him a title and made him an Admiral-at-sea, Sir Francis Drake. On his voyage and explorations England based much of her claims to land in the New World.

A CLASS PROJECT

Use one of the following suggestions for a class talk.

To give this talk, you will need to find material in your history textbook. Plan your talk carefully so that you will be able to make the subject clear to the class. You will find that an outline will help you to make your talk clear and definite.

1. Tell what you think might have happened in America if Sir Francis Drake had not defeated the Spaniards.
2. Tell the class a story about Sir Francis Drake.
3. Tell a story about some other famous explorer.

WRITTEN EXERCISE

Write a story of an explorer which you have read or heard. Papers should be exchanged in class. Mark any errors in

1. Use of capitals.
2. Use of periods and question marks.
3. Use of commas in quotations.
4. Use of quotation marks.
5. Misspelled words.

Each paper should be returned to the writer for correction.

GENERAL REVIEW AND TEST

I. Rewrite the following selection, using capitals and punctuation where necessary. Be sure to place a period at the end of a sentence.

abraham lincoln was a captain in the army during the black hawk war one day an old indian was brought into camp and the soldiers thought he was a spy he tried to show them a pass that he had received stating that he was a friendly indian the men, however, were so excited that they paid no attention to him shoot him! kill him! someone cried the poor indian cried out me good injun! see the talking paper! at last lincoln came out and asked what the trouble was about the men all shouted hes a spy! captain lincoln, however, insisted on looking at the mans papers and soon saw that he had a pass from general cass the young captain immediately recognized that it was genuine and let the indian go

II. Write the following sentences from dictation, using quotation marks and other punctuation where necessary:

1. Lincoln said Let me see what his paper says.
2. He's a spy said the soldiers.
3. We shall soon see if he is a spy answered Lincoln.
4. Then someone called out You're afraid to shoot him!
5. Who said that demanded the captain.

III. Write the sentences at the top of page 131, choosing the correct form from the words in parentheses.

1. There (*is, are*) many houses on our street.
2. You and (*I, me*) must be friends.
3. I can do this better than (*he, him*).
4. He divided the apple between you and (*I, me*).
5. The nine boys in the team (*was, were*) present.
6. I shall tell the story to you and (*she, her*).
7. (*May, Can*) I have another sheet of paper?
8. Who opened the door? It was (*me, I*).
9. How many pupils (*is, are*) there in your class?
10. To John and (*I, me*) belongs the credit.

IV. Answer the following questions in complete sentences:

1. Did you ring the bell?
2. How many windows are there in your room?
3. Who gave you your breakfast this morning?
4. Was it you who spilled the water?
5. To whom does this pencil belong?

V. Use the correct word of the two in parentheses in the following sentences:

1. (*Them, Those*) are the boys (*who, what*) threw the stones.
2. Can you borrow a book from the library (*what, which*) we visited?
3. With (*who, whom*) did you go?
4. I ate (*like, as if*) I hadn't eaten all day.
5. We haven't (*any, no*) use for a new rug.
6. I know (*most, almost*) everybody here.
7. Did John and (*he, him*) want to go?
8. (*Don't, Doesn't*) one of these girls wear rubbers?

9. From (*who, whom*) did you get those apples?
10. You talk (*as if, like*) you wanted to go.

VI. Answer the following questions in complete sentences:

1. Where did you lie down last night?
2. When did you ring the school bell?
3. At what time did you sing the Star Spangled Banner?
4. Have you ever visited a one-room school?
5. Have you ever been to a circus?

VII. Rewrite the following sentences, using contractions where possible:

1. Can you not see that he is sick?
2. There is a boy who does not understand me.
3. It is late now and I am going home.
4. Are you not afraid of people whom you do not know?
5. I shall ask my sister to help me if she has not anything else to do.

VIII. Write one of the following letters:

1. One of your friends is away on his vacation. Tell him or her about some interesting thing that has happened.
2. Write a letter to your father telling him how you are getting along in school.
3. Write a letter to a friend who lives in another town accepting his invitation to spend a week with him.

IX. The sentences on the next page contain words which are frequently mispronounced. Study these sentences. The teacher will ask you to read some of them and mark you on your reading.

1. It is our duty to stand by the flag.
2. Just do as much as you can.
3. Catch the ball with your right hand.
4. We live near the soda water stand.
5. I knew that the bill was due on Tuesday.
6. Is this Madison Avenue?
7. Come, let me tell the newcomers the story of the Constitution.
8. They gave me food and I ate it.
9. Horses sleep standing up.
10. Such odd people I never saw before.
11. Join our company.
12. You will have a chance to satisfy your curiosity by traveling everywhere.
13. I was greatly surprised by his answer.
14. We had a good time until the rain threatened to come down.
15. You deserve another chance.

X. Use the following expressions in sentences. Then change the expressions by using synonyms for them.

| | | |
|-------------------|-------------------|-----------------|
| think | believe | wonderful |
| desire | consent | was angry |
| crowd | moment | marveled at |
| answer | in terror | seemed content |
| endure | just then | did not suspect |
| listened intently | refused to notice | |

GRADE VOCABULARY

1. Words

| | | | |
|-----------|---------------|------------|------------|
| address | desire | judge | satisfied |
| afterward | dismay | least | satisfies |
| against | dream | lively | satisfy |
| agree | eager | loss | scene |
| anger | endure | marvel | secret |
| angry | entertain | marvelous | seek |
| answer | entertainment | misfortune | settle |
| arouse | envied | mistake | settlement |
| await | envies | mistaken | silence |
| bade | envious | moment | silent |
| beautiful | envy | neighbor | sorrow |
| believe | everywhere | notice | sought |
| bought | express | pause | suffer |
| cause | farewell | piece | suit |
| chance | foolish | pleasure | surprise |
| claim | forbade | present | suspect |
| company | forbid | promise | taste |
| complain | forbidden | prove | threat |
| consent | greed | punish | threaten |
| content | greedy | question | throughout |
| curiosity | group | receive | utter |
| curious | however | refuse | wander |
| deal | idea | replied | wealth |
| dealt | indeed | replies | wealthy |
| depart | instead | reply | wherever |
| departure | intent | report | wonderful |
| deserve | join | result | wrong |

2. Phrasings

marveled at—wondered at—was curious about
in fear—in terror—in utter dismay
was angry—showed anger
listened in silence—listened intently—listened
without replying
looked happy—seemed content—appeared satisfied
thought it well—thought it best—judged it wise
at that moment—just then
never thought—did not suspect—had no idea
wanted to know—was curious about
the result was—as a result
would not look at—refused to notice

3. Synonyms

| | |
|---------------|---------------------|
| think—believe | want—desire |
| agree—consent | suffer—endure |
| reply—answer | wonderful—marvelous |
| minute—moment | group—crowd—company |

4. Antonyms

| | |
|--------------|-------------|
| joy—sorrow | gain—loss |
| for—against | arouse—calm |
| wise—foolish | least—most |

5. For Pronunciation Drill

| | | |
|-----------|------------|----------|
| company | deserve | surprise |
| departure | everywhere | threaten |
| | join | |

6. Using the Grade Vocabulary

The following story contains the words and groups of words which you are expected to know in this grade. Your teacher will dictate some of the sentences from this story and will then give you directions about using the words in sentences and paragraphs of your own.

WHICH WOULD YOU CHOOSE?

There was once a rich man who lived on a hill, and a poor man who lived down in a valley and they were brothers. One lived in a fine house, and the other in a curious little rickety hut. One was envious and greedy and the other contented and agreeable. It was a pleasant life that the poor brother led. Each morning when he took a drink he said, "Thank Heaven for water that is cool to the taste." When the day was bright he said, "Thank Heaven for the warm sun that shines on us all." When it was wet he said, "Thank Heaven for the gentle rain that makes the green grass grow."

One day the poor brother, while riding in the forest, met the wealthy brother and they jogged along the way together. The poor brother rode upon an old white horse and the other on a lively prancing steed.

After a little while they met an old woman, who was having all she could do to hobble along the way. "Dear, good, kind gentlemen," she said, addressing the two brothers, "Do help a poor old body with a penny or two, for not a piece of money have I and I suffer from old age and want."

The rich brother refused to notice the old woman, and rode on, but the poor brother stopped his horse.

"I have only three farthings in the world," he replied, "but such as they are you are welcome to them," and he emptied his purse into her hand.

"You shall not lose by the bargain," said the old woman. "Here is a present which, I promise, will prove worth the having," and she gave him a little black stone about as big as a bean. Then she departed with the money he had given her.

"See now," said the wealthy brother, "You have made a foolish mistake by giving away your money so generously. That is why you are so poor." "Indeed, that may or may not be so," replied the poor brother, "all the same, mercy is better than greed."

The elder brother laughed heartily at this for he believed that his brother was mistaken. "Why look!" said he, "Here I am riding upon a grand horse with my pockets full of gold and silver with which many things can be bought. I can entertain my friends and everyone envies me. You are content with a horse that can hardly hobble along the road, and with never a copper bit in your pocket to jingle against another."

"Yes, I agree that what you say is true enough," replied the younger brother. He refused, however, to give up the idea that mercy was better than greed. At last the other became very angry at his brother.

"Very well," said he, "I will wager my horse against yours that I am right. We shall leave it to the first person we meet to settle the point."

The threat of losing his horse did not discourage the poor brother, and he agreed to leave the decision to chance.

Just then a great lord came riding along the road with a

company of six servants behind him. The brothers asked him to tell whether mercy or greed were the better.

The rich lord laughed and consented to answer their question. "Why," said he, "greed is the better, for if it were otherwise, and I were satisfied with only what belonged to me I should never have the pleasure of jogging along through the world with six servants behind me."

He bade the brothers farewell and off he rode. The result was that the poor brother had to give up his horse to the other who had no more use for it than I have for five more fingers. "All the same," said the poor brother, "mercy is better than greed."

Then indeed the anger of the rich brother was aroused. "There's no teaching a simpleton," said he. "Nevertheless I will wager the money in my purse against your left eye that greed is better than mercy. We shall await the next comer and leave it to him, since you are not content with the reply of the great lord."

That suited the younger brother well enough, and on they jogged. Shortly afterward, they met a rich merchant driving a donkey loaded with things to sell. So they asked him to judge between them whether mercy or greed were better.

"Poof!" said the merchant, "what a question to ask! People everywhere know that greed is the better. If it were not for taking the cool end of a bargain myself, and leaving the hot end for my neighbor to hold, it is little or nothing, I suspect, that I should have in the world to call my own." He joined the rich brother in laughing heartily at the poor man. Then he took his departure from the scene of the dispute.

"There," said the rich brother, "now perhaps you will be satisfied," and he put out the poor man's left eye. You would think the poor man would have been filled with dismay at being dealt such a misfortune. He did not complain at his loss, but he still held that mercy was better than greed. They therefore made another wager of all the rich man had in the world against the poor man's right eye.

This time it was a group of poor ploughmen whom they met. They asked one of them to express his opinion as to whether mercy or greed were the better. To their surprise he said, "Prut! any simpleton can tell that. Greed is the better, for all the world rides on the poor man's shoulders and he is able to bear the burden least of all."

"Now," said the rich man, "will you be content with all these replies?"

The result was that the right eye of the poor man was put out. Said the rich man, "A person deserves to be blind who cannot see the truth when it is plain as a pikestaff."

Instead of admitting that he was wrong, the poor man held fast to the idea that mercy was better. The rich man rode away and left his brother in his blindness.

The poor man sat down beside the road at the first place he could find. It was beside the gallows where three wicked robbers had been hanged to punish them for their wrong doing. While he sat there, two ravens came and sat on the gallows above him. They began to talk to one another, and the poor brother heard them for he could understand the speech of the birds of the air and beasts of the field.

"Yonder," said the first raven to the second, "sits a man who endures blindness because he refuses to agree that greed and envy are better than mercy."

And the second raven said to the first, "Yes, that is so, but he might have his sight again if he only knew enough to spread his handkerchief upon the grass, and bathe his eyes in the dew which falls upon it."

"That is as true as that one and one make two," said the first raven to the second, "but there is more to tell yet. In his pocket he carries a little black stone with which he may open any door that he touches wherever it may be. Behind the oak tree yonder is a little door. If he would enter there, he would find something below well worth the having. He should know, however, that one thing is forbidden."

Then the two ravens flapped their wings and flew away.

As for the younger brother, his curiosity was aroused, and his heart danced for joy at what he had heard. He spread his handkerchief on the grass and by and by when night came, the dew fell upon it until it was as wet as clothes on a line. He wiped his eyes, and when the dew touched the lids they were cured. He could see even better than ever.

By and by the day dawned and he lost no time in seeking the secret door behind the oak tree. When he touched the lock with the little black stone, the door opened as smoothly as though the hinges were greased. There he found a flight of stairs that led down into a pit as dark as pitch. Down the steps he went and on and on until at last he came to a marvelous room the like of which he had never seen before. It was like a beautiful dream. In the center of the room was a statue as black as ink. In one hand it held a crystal globe which shone with a wonderful, clear, white light, so that it dazzled one's eyes to look upon it. In the other hand, it held a great diamond as big as a hen's egg. Upon the breast of the statue were written these words in letters of gold:

“What thou deservest
That thou shalt receive.”

On three sides of the room sat three statues, and at the foot of each statue stood a heavy chest.

The first was of gold and over its head were written these words: “Who chooses here takes the best that the earth has to give.”

The man touched the chest at the feet of the golden statue with the little black stone. And—click! click! up flew the lid. The chest was full of all kinds of precious stones. “Pugh,” said the poor brother, “if this is the best the world has to give, it is poor enough,” and he shut the lid down again.

The second statue was of silver, and over its head was written these words: “Who chooses here takes what many men desire.”

He touched the chest at the feet of the silver statue with his little black stone. It was full of gold and silver money. “Pish,” said he, “and if this is what the rich man loves, I do not,” and he shut the lid down again.

The third statue was of dull lead, and over its head was written: “Who chooses here takes what he should have.”

Then he touched the chest at the feet of the leaden statue.

In it was a book, and the letters on it said that whoever read within would know all that was worth the knowing. Beside the book was a pair of spectacles. Whoever set them astride his nose might see the truth without having to rub the glasses with his pocket-handkerchief. But best of all in the chest was an apple. Whoever ate it would be cured of sorrow and sickness.

“Ah,” marveled the younger brother, “these are worth the having, certainly.” He put the spectacles on his nose

and the apple and book in his pocket. Then off he went, and the spectacles showed him the way, although it was as crooked as sin and as black as night.

By and by he came out into the blessed sunlight again, at the same place where he had gone in. Off he went to his own house as fast as his legs could carry him. You can well imagine how the rich brother stared when he saw the poor brother back in that town again, with his eyesight as good as ever. He feared that the poor brother would bring a claim against him for what he had done.

As for the poor brother, he became a doctor; and there has never been one like him since that day. Not only could he cure all sickness with his wonderful apple, but he could cure all sorrow as well. The report of his learning spread throughout the land, and from far and near men sought for him to cure them. Wealth and fame poured in on him; and whenever trouble threatened him he just put on his spectacles, and read in his book of wisdom how to meet it. So his life was as happy as the day was long.

One day the wealthy brother came and knocked at the other's door. "Well, brother," said he, "I am glad to see you getting along so well. Let us let bygones be bygones and let us be friends as we should, for I am sorry for what I did to you."

That suited the younger brother well enough; he bore no malice against the other, for all that had been done turned out for the best. "Your way of life satisfies me," said the rich brother, "that mercy is better than greed."

The older brother twisted up his face as he said this as though the words were sour; but he envied his brother and wanted to find out why the world had grown so easy with the other

all of a sudden. So in he came and they lit their pipes and sat down together at the fire.

He was a keen blade, the elder brother, and intent upon finding out what he was eager to learn. It was not long before he had screwed the whole story out of the other.

"Dear, dear!" said he, "I only wish I could find a black pebble like that one of yours. Can we not come to some settlement about it?"

"It would do you no good if you had it," said the younger brother, "for I have brought away all that was worth having. All the same, if you want my black pebble now, you are welcome to it. The ravens forbade me to do one thing, though I never learned what it was."

Of course, the elder brother wanted the black stone and he could not find words enough to thank his brother. Off he went, hot-foot, to find the door behind the oak tree.

"I will bring something back better worth the having than a musty book, an old pair of spectacles and a red apple," he said to himself. "I shall bring back gold enough to give lavish entertainments."

He touched the door with the black stone and it opened for him just as it had for the younger brother.

Down the steps he went, and on and on and on, until, by and by, he came to the room where the statues were. He did not notice the beauty of the room, nor was he impressed by the silence. He only saw the black statue holding out the crystal ball and the diamond as big as a hen's egg. There sat the golden statue and the silver statue and the leaden statue just as they had sat when the younger brother had been there. Only there was nothing in the chest at the foot of the leaden statue.

The rich brother touched the lock of the chest in front of the silver statue. Up flew the lid and there lay all the gold and silver money.

"Yes," said he, "that is what the rich man loves sure enough. That is a great deal of money. Nevertheless, there may be something else better worth the having."

He touched the chest in front of the golden statue. Up flew the lid, and he had to blink and wink his eyes because the precious stones dazzled them so.

"Yes," said he, "this is the best the world has to give; this ought to satisfy anyone. However, there may be something even better worth the having than these."

He looked all about the room. Then he saw the golden letters on the breast of the black statue that stood in the middle. First he read the words:

"What thou deservest
That thou shalt receive."

And he saw the great diamond that the statue held in its left hand.

"Why," said he, "it is as plain as daylight that I deserve this precious stone for not being so simple as my brother in taking what I could find without looking for anything better."

He went up and took the diamond out of the statue's hand.

Crash! The black statue let the crystal globe of light fall from its right hand upon the stone floor, where it broke into ten thousand pieces. All was darkness, darker than the darkest midnight.

The wealthy brother wandered up and down but he could not find his way out of that place again, for the darkness shut him in like a blanket. There, in the silent cave, he decided that perhaps he had been wrong and that after all,

mercy and temperance were better in the long run than greed and envy, in spite of what the great lord, and the rich merchant and the poor ploughman had said.

Maybe, I have got this story twisted awry in the telling: however, Tommy Fifounce says that it is a true-enough story, if you put on your spectacles and look at it from the right side. But he asks, "What did the ravens, forbid the man to do?"

Adapted by E. OAKES

FIFTH YEAR—SECOND HALF

What You Ought To Know

The following tests will show you how well you have learned the English lessons which you have been taught. If you make mistakes in the tests, you should devote yourself to strengthening these weak points during this term.

I. Choose the correct expression in each of the following sentences:

1. (*This, this here*) load is too heavy for me.
2. (*Off, of*) what is the kite made?
3. We heard the story (*off, from*) our teacher.
4. Did you ever suspect (*them, those*) fellows?
5. They didn't notice (*nothing, anything*) strange.
6. The war didn't settle (*any, no*) problems.
7. He (*must of, must have*) been playing with it.
8. My father brought you and (*I, me*) a present.
9. (*He and I, him and me*) don't believe that story.
10. You walk much faster than (*I, me*).
11. (*Shall, will*) I report to you tomorrow?
12. (*Let, leave*) him buy what he wants.
13. We (*stayed, stood*) at that house until the rain stopped.
14. (*Don't, doesn't*) you envy the rich boy?
15. The birds came to our door for crumbs (*most, almost*) every day.

16. This is the question (*that, what*) I want you to answer.
17. (*Who, whom*) are you playing with?
18. To (*whom, who*) did you tell your secret?
19. He looked greedily at the cake (*like, as if*) he were very hungry.
20. Is this book (*yourn, yours*)?

II. Choose the correct form of the word in parentheses in each of the following sentences:

1. After taking the city, the soldiers (*sing*) with joy.
2. The ship was not destroyed but it (*sink*) in shallow water.
3. In great dread of the fire, the policeman at last (*ring*) a second alarm.
4. When he was deserted, Arnold (*lie*) down to die.
5. We (*choose*) to rejoin our friends after the game.
6. After dinner, my father (*write*) a check in payment of the bill.
7. The sailor (*throw*) the rope to assist the man who was drowning.
8. How long have you (*lie*) on the floor?
9. Who has (*ring*) the bell?
10. You have never (*sing*) better than today.
11. The water in the lake was (*freeze*).
12. Who do you think has (*sink*) our ship?

III. Rewrite the following paragraph using capitals and periods where they belong:

yet it was not long before uncle david slid into his own place in the family circle we soon found that he did not

expect us to entertain him he wanted only to sit quiet and smoke his pipe to take his two daily walks by himself and to read the daily paper one afternoon and macaulays history of england the next he was never tired of sitting and gazing at my wife he would hold the baby by the hour and for some mysterious reason that baby who required the exhibition of seventeen toys in a minute to be reasonably quiet in the arms of anybody else would sit placidly in uncle davids lap teething away steadily on the old gentlemans watch-chain

IV. Write a letter inviting a friend to visit you during your next vacation.

Pretend that you are the friend. Write a letter accepting or declining the invitation.

V. Write three original statements using quotations.

Write three original questions using quotations.

VI. Write a paragraph beginning with one of the following sentences:

Usually our class is very well behaved.

An angry fellow cannot think straight.

My friend is very careful about his (or her) appearance.

Fine feathers do not always make fine birds.

VII. Change the following to negative statements:

1. The monkey clung to his perch.
2. We have some food to spare.
3. Of course he always tells the truth.
4. I remember seeing a car speed away.
5. The sailor related a strange tale.
6. He meant to do us no harm.

7. This is the only request I make.
8. We are indebted to each of you.
9. Great care is required to prevent injury.
10. I shall do my duty.
11. I always get my own way.
12. I understand this problem.

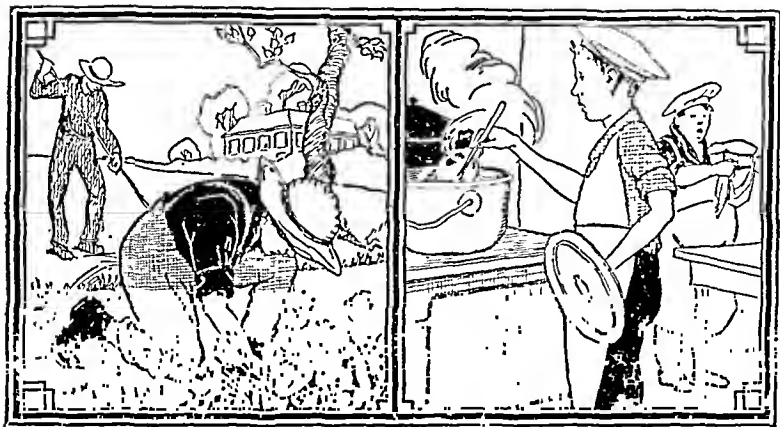
VIII. Rewrite the story on page 235 so as to use indirect quotations.

IX. The following sentences tell of one person or thing. Change each sentence to tell of more than one person or thing.

1. The command was given by the officer.
2. This child arrived too late for his supper.
3. The man carried the baby.
4. After a while the lady succeeded in getting a bargain.
5. I was glad to hear him.
6. One of you had better bring his bicycle.
7. Each soldier carried a gun on his shoulders.
8. My brother was in despair because he could not do the example.
9. The spider made ready to eat the fly.
10. In this way the little mouse escaped the trap.
11. The boy scout carried his pack.
12. The car was parked on the street.
13. The bee flew from flower to flower.
14. There was a puppy in the window of the shop.

X. Write from memory one stanza of a poem that you have learned.

1. A Conversation



WHAT SHOULD YOU LIKE TO BE?

There was once a boy named Philip, whose father told him that he might choose his future occupation. After thinking for a time, Philip said, "I love beautiful flowers, Father. I think I shall be a gardener. That ought to be easy work."

So Philip went to work for a gardener, who set him to pulling weeds. It was dirty, tiresome work, and his back ached from bending over the flower beds. In a few days he said to his father, "I have changed my mind. This work is too hard and too dirty. I should like to be a hunter. That must be an exciting life."

So Philip joined a hunter on a trip to the woods. They climbed steep mountains. The air was very cold, and the rain often made the boy wet and miserable. At the end of

the trip he said, "Father, I have changed my mind. Work in the woods is too difficult. I shall be a fisherman. Life on the water must be great sport."

So Philip went to learn the fishing trade. He sat still for long hours waiting for the fish to bite. He grew impatient and weary. Soon he came back to his father and said, "I have changed my mind. Life on the water is not very pleasant. I have decided to be a cook."

So he went to work in a kitchen. The fire was very hot. He stood long hours at the stove, stirring boiling sauces. The heat from the ovens where his pies were baking was most uncomfortable. After a day or two he came home. "I can't stand the heat," he said; "I'll have to try something else."

"My boy," said his father, "you have tried work with the earth, the air, the water, and fire, and have found them all too hard. These four things make up the world. Can you find anything anywhere that does not have some difficulty?"

Read the story of Philip and be ready to tell it to the class.

ORAL EXERCISE

What should you like to be? Be sure to tell the pleasant things as well as the difficulties of each task.

Perhaps you will choose some of these occupations:

a conductor

a sailor

a saleslady

a fireman

a soldier

a builder

a policeman

a carpenter

a stenographer

a nurse

an engineer

an importer

a teacher

a doctor

a druggist

WRITTEN EXERCISE

I. Write a paragraph telling what you would like to be when you grow up. Before you begin to write,

1. Think of a good beginning sentence.

2. Use an outline such as the following:

I. What I'd like to be.

II. Why I'd like to be ———.

III. What I could do if I were ———.

MAKING A POINT

II. The story "What Should You Like to Be?" can be changed by rewriting the sentences in the last paragraph. These sentences contain the point of the story.

Try to tell this story by changing the point. For instance, let Philip's father say something else to show that he wants to give the boy another chance; or that he doesn't care; or that now Philip must find his own job.

2. Making Sentences

Make sentences by completing each of the following expressions:

1. ——— waits on customers.

2. ——— catches fish.

3. ——— fights for his country.

4. ——— collects fares.

5. ——— steers a boat.

6. ——— takes care of sick people.

7. ——— prints books.

8. ——— keeps accounts.

- | | |
|--|------------------------|
| 9. ——— plants wheat. | 13. ——— was very cau- |
| 10. ——— sells hats. | tious. |
| 11. ——— shines shoes. | 14. ——— could not ———. |
| 12. ——— purchased a | 15. ——— succeeded in |
| house. | ———. |
| 16. ——— feared the result of ———. | |
| 17. ——— called for help. | |
| 18. ——— rejoiced at the victory ———. | |
| 19. ——— dreaded the outcome of the test. | |
| 20. ——— great riches ———. | |

3. One and More than One

In the sentence, "The grocer sells groceries," we are speaking of one person. If we change our sentence to "The grocers sell groceries," we are speaking of more than one person. How have we changed the sentence?

EXERCISE

I. Tell what each of the following persons does. For example, you may say, "The baker bakes bread."

| | | |
|-------------------|---------------|---------------|
| the grocer | the weaver | the shoemaker |
| the janitor | the farmer | the hunter |
| the house painter | the conductor | the sailor |
| the importer | the chauffeur | the doctor |
| the watchmaker | the salesman | the judge |

II. Change the sentences you have made so that you are speaking of more than one person. For example, "The bakers bake bread."

III. Ask five questions about any of the persons named in Exercise I.

IV. Change your questions so as to ask about more than one person.

4. Troublesome Sounds

I. Read the following words and sentences aloud until you are sure you can pronounce the vowel *a* correctly:

The sound of *a* as in *ask*

(Note that this is not the sound of *a* as in *cat*.)

| | | | |
|-------|--------|-------|---------|
| task | bath | past | basket |
| bask | path | last | master |
| flask | chance | fast | pasture |
| mask | dance | vast | castle |
| gasp | prance | pass | fasten |
| grasp | brass | grass | pastor |

1. He is the fastest player on our basketball team.
2. Did you wear a mask at the last dance?
3. He chanced to be a hard taskmaster.
4. Walk on the path and not on the grass.
5. It was a hard task to please the grasping master of the castle.

6. Ask him to fasten the basket and to grasp it firmly.

II. Make five sentences, using as many of the words in the list above as you can. The sentences may be read aloud in class. Be ready to write your best sentence on the board.

5. Explaining How to Do Something

Read the following paragraph carefully:

There are certain things that everyone should know about sweeping a room properly. The first thing to do is to get ready to sweep. Move as much of the furniture as you can into another room. Open the windows and shut the doors leading to other rooms. Have your broom and dustpan ready. Moisten the broom a little, or sprinkle bits of wet paper around the room before you begin to sweep. In sweeping, hold the broom firmly with one hand high and the other halfway down the handle, and sweep away from you with short strokes. Don't try to sweep too hard. It wears out the broom and the carpets and rugs. When you have finished, gather the dust neatly in the dustpan. Be sure to hang up your broom. You are now ready to dust the woodwork, furniture, and pictures.

What do you think is the subject, or topic, of this paragraph? Try to state it in five or six words. Be sure that your topic tells what the whole paragraph is about.

Look at the following topics. Are they good topics? Do any of them tell the subject of the whole paragraph?

| | |
|------------------------|------------------------------|
| Getting ready to sweep | Dusting a room |
| Using a broom | Sweeping a room properly |
| How to hold a broom | Dangers of sweeping too hard |
| How to sweep a room | Moving the furniture |

Read the first sentence of the paragraph. You will

of the paragraph. "There are certain things that everyone should know about sweeping a room properly." The rest of the paragraph explains what these "certain things" are. A sentence which tells what the paragraph is about is called the topic sentence.

A paragraph is usually clearer if the topic sentence is stated at the beginning. Since an explanation needs to be very clear and definite, it is always wise to begin an explanatory paragraph with a topic sentence.

ORAL EXERCISE

I. For which of the following subjects might these topic sentences be used?

1. This is the best way that I know to make fudge.
2. Every boy scout should know how to build a fire.
3. It is easy to make a good fly trap if you follow these directions.
4. These directions will tell you how to make a kite that will be sure to fly.

Washing dishes

Pitching a tent

Making a bed

Sharpening a pencil

Making fudge

Chopping wood

Making a box

Building a fire

Making a snow fort

Getting a money order

Playing a game

Making a boat

Washing windows

Making a kite

II. Make up good topic sentences for two of these subjects.

6. Using an Outline

Read once more the explanatory paragraph on page 157. You have learned that the topic sentence in this paragraph helps to make the paragraph clear and definite. Another reason that this explanation is clear is that the writer had a plan in mind when the paragraph was written. This plan, you remember, is called an outline. If you read the paragraph carefully, you will find that there are three "certain things" which the writer tells about sweeping.

1. What to do before you sweep
2. How to sweep
3. What to do after you sweep

These three topics formed the writer's plan or outline.

Remember that a carefully planned outline, and a good topic sentence will help you to make your explanations clear and definite.

WRITTEN EXERCISE

I. Write an explanation of one of the subjects on page 157, using this outline:

1. Preparing to do the work
2. Doing the work
3. Completing the work

First write your topic sentence. Be sure that it tells just what your paragraph will be about.

II. The written explanations should be read aloud in class. The class should listen carefully to each explanation. As each one is read, ask yourself, "Is the explanation clear? Could I follow those directions?"

7. *Don't* and *Doesn't*

Read the following sentences several times:

| | |
|------------------------------------|-----------------------------------|
| The man <i>doesn't</i> feel well. | The men <i>don't</i> work today. |
| <i>Doesn't</i> he know you? | We <i>don't</i> read those books. |
| A barking dog <i>doesn't</i> bite. | They <i>don't</i> own a dog. |

Doesn't means *does not*. It is used in speaking of only one.

Don't means *do not*. It is used in speaking of more than one.

EXERCISE

In the following sentences use the correct form, *doesn't* or *don't*:

- | | |
|----------------------------------|--|
| 1. They ——— permit ball playing. | 5. She———purchase candy. |
| 2. We ——— seek help. | 6. It ——— sound well. |
| 3. ——— they allow you to read? | 7. They ——— intend to remain here. |
| 4. He ——— conceal his wishes. | 8. Why ——— John relate the entire story? |
| | 9. Mary ——— remember her Italian. |

- | | |
|---------------------------------------|---|
| 10. It ——— seem strange. | 15. That mistake ——— |
| 11. ——— the ocean look blue? | count. |
| 12. Apples ——— grow on pear trees. | 16. Why ——— he rejoice at his success. |
| 13. ——— they remember me? | 17. ——— that lady sing well? |
| 14. He ——— remember you. | 18. Why ——— the rain stop? |

8. Study of a Poem

THE MERCHANTS

I am the Frost.

I'll show you diamonds, laces, and tapestries

Of all variety

At lowest cost;

Weavings of chaste design

Perfect in every line;

Connoisseurs surely will buy of the Frost.

I am the Dew.

Notice my elegant bracelets and necklaces,

All of rare quality;

Pearls not a few;

Emeralds and amethyst;

Opals all rainbow kissed;

Ladies rise early to buy of the Dew.

I am the Snow.

Let me display for you carpets most exquisite.

Choicest of bordering

Also I show,
Heavy and soft and white,
Spread in a single night;
Folks who have wisdom will buy of the Snow.

I am the Rain.
Something I'll show you priceless and wonderful,
Making these offers seem
Tawdry and vain!
'Tis but a cloak of gray
Wrapping the world away—
Happy the few who will buy of the Rain.

ISABEL E. MACKAY

Who are the merchants mentioned in this poem?
What does each merchant have to sell? Describe each
merchant's wares.

What are connoisseurs?

What jewels are sold by the Frost? By the Dew?
How do these jewels differ? Why?

What kind of carpets are offered for sale? In reading
the line describing the carpet, be sure to accent
the first syllable of the last word, thus: *ex'quis ite*.

From which merchant should you like to buy?

Copy the stanza which you like best.

WRITING A POEM

Perhaps this poem will suggest a topic about which
you will want to write.

Imagine that you are the Day. What will you have to sell—to a child, to a mother, to someone who is sick, to a boy going to school, to a man?

Imagine that you are the Wind, and can go anywhere you wish. Perhaps you will want to blow the ships at sea, or toss the great trees in the forest, or whisper softly among the leaves.

Perhaps you are the cruel North Wind in winter; or the gentle West Wind in summer fanning the cheeks of hot, weary people in the city.

Perhaps you would like to be one of the seasons. What would you offer people if you were Winter?

Try to write a poem if you can.

If your poem is good, your teacher may ask you to read it aloud.

9. Describing One and More than One

Often when we are describing something, we wish to compare it with something else. In this way we give people a better idea of the thing we are trying to describe. For example, we may say, "The building is larger than the schoolhouse," or "It is the largest building in the street." This gives a better idea of the size of the building than if we merely say, "The building is large."

In making comparisons, we must be careful to use the correct form of the words of comparison.

Read the following sentences several times:

1. He is *taller* than his brother.
2. He is the *tallest* boy in the room.
3. Your pencil is *longer* than mine.
4. Will you give me the *longest* pencil in that box?
5. Dorothy is the *shorter* of those two girls.
6. The *shortest* girl in the class stands at the end of the line.
7. When Tom and I were weighed, he was the *heavier*.
8. Tom is the *heaviest* boy on the team.

When we compare two persons or things, we use the words *taller*, *longer*, *shorter*, *heavier*. You will notice that all of these words end in *er*.

When we compare more than two persons or things, we use the words *tallest*, *longest*, *shortest*, and *heaviest*. All of these words end in *est*.

EXERCISE

I. Choose the correct word for the blank in each of the following sentences:

1. Tom is the (*older*, *oldest*) of the two brothers.
2. Today is (*warmer*, *warmest*) than yesterday.
3. When Helen and I measured our pencils, mine was the (*longer*, *longest*).
4. In the contest between the two boys, Frank proved to be the (*stronger*, *strongest*).
5. John is the (*faster*, *fastest*) runner on the team.
6. Your book is large, but mine is (*larger*, *largest*).
7. Margaret is pretty, but I think her sister is (*prettier*, *prettiest*).
8. That is the (*smaller*, *smallest*) thimble I have ever seen.

II. Write sentences using the following words:

| | | |
|---------|----------|----------|
| quicker | colder | sweetest |
| kindest | happiest | younger |
| slower | largest | smaller |

10. Telling a Story

A LAUGHABLE MISTAKE

I made a laughable mistake this morning as I walked down Elm Street. A man stood on the corner with his hat in his



hand, and as I passed he gave me a piteous look, though he said nothing. He looked so poor that I took him for a beggar. Moved by pity, I threw several coins into his hat. Instead of thanking me, the man burst forth with an angry voice in a foreign language. He emptied his greasy hat upon the street and drew it down over his ears with both hands. Then he walked away with the dignity of

a senator, much to the amusement of a grocer and his clerk who stood in the doorway bursting with laughter.

As you read the story of "A Laughable Mistake," by Henry Wadsworth Longfellow, you will find that the first sentence answers three important questions, *Who*, *When*, and *Where*.

Who tells the story, *I*.

When did the incident occur? *This morning*.

Where did it happen? *On Elm Street*.

In telling a story, you will find it a good plan to make sure that your first sentence answers these three questions. Then your story will be clear to your listeners from the beginning.

ORAL EXERCISE

I. Read the story of "A Laughable Mistake" carefully till you are able to tell it to the class. To make your story more interesting, you might use some of the following synonyms for certain words in the story:

laughable—amusing

threadbare—shabby

piteous—miserable

mistake—error

drew—pulled

pity—sympathy

II. Here are some outlines for other stories about funny mistakes. Choose one of them to tell to the class. Be sure that you bring out all the fun.

Make your first sentence tell clearly *whom* you are talking about, and *when* and *where* the story happened. Some of the expressions which you may use in telling the story are listed with each outline.

1. A boy thinks he sees his friend walking on the other side of the street. He calls after him and runs to meet him. He finds a stranger.

was sure—had no doubt—never doubted

2. Two friends go fishing. A sign says "No Fishing." They talk to a stranger. He turns out to be owner of the property.

made ready—prepared; was glad
—rejoiced

3. A boy thinks he sees a nickel on the street. He stoops to pick it up and finds a piece of tin.

was sure—had no doubt; thus—in
this way

4. A girl sees a mouse and jumps upon a chair. Her mother shows her that it is only a spool of thread.

at once—without delay; called for
help—asked aid

5. A girl sees a candy box on a high shelf. She climbs up only to find the box full of nails.

lacked the power to—could not—was
unable to; was able to

6. Two boys are starting for a picnic. They snatch a box from the table, supposing that it contains their lunch. At noon they discover they have brought the wrong box.

in despair—without hope—hopeless;
prepared—made ready

WRITTEN EXERCISE

Write the funny story which you like best.



11. The Game: "To Whom Did She Give It?"

The class is divided into two sides. The object of the game is to see which side can get the larger number of points. The teacher appoints someone to be "It," who then leaves the room. While he is out of the room, the teacher or someone else gives a pupil some small object, like a coin. The pupil who is "It" then comes back and asks, "Have you the money?" The pupil asked must answer, "No, I haven't. To whom did she give it?"

A wrong answer counts a point against the side to which the pupil belongs. A right answer counts a point for the side giving the answer. A correct first guess by "It" counts 10 points for his side. A correct second guess by "It" counts 5 points for his side. A correct third guess by "It" counts 3 points for his side. A correct fourth guess by "It" counts 2 points for his side. A correct fifth guess by "It" counts 1 point for his side.

If the person who is "It" does not find the coin in five guesses, someone from the other side is appointed "It," and the game starts over again.

12. Capitals in Titles

1. Have you ever read the story "Ali Baba and the Forty Thieves"?

2. I like to read James Whitcomb Riley's poem "The Treasure of the Wise Man."

3. We recently saw a motion picture called "Cricket on the Hearth."

Notice that in the title of the story in the first of the preceding sentences, four words are written with capital letters and two words without capital letters. What are the titles in the other two sentences? Which words are written with capital letters?

Use capital letters for important words in titles.

EXERCISE

I. Rewrite the following sentences either from dictation or from the copy in the book. Use capital letters for all the important words in the titles.

1. Our class read the man without a country by Hale.
2. Little lady dresden is a beautiful play by Olive Price.
3. The bear that had a bank account is a story which we should read in our grade.
4. Last term my brother read a wonderful story called why the evergreens never lose their leaves.
5. One of the finest folk stories I ever read is how thor fought the giants.
6. What is the name of the motion picture which you saw last night? a connecticut yankee at king arthur's court.
7. The girl wrote a fine composition having for its title why I like to practice sewing.

II. Write the answers to the following questions:

1. Give the names of three books which you have read.
2. Give the title of your geography, of your history and of your arithmetic.
3. Write the titles of three poems which you have memorized either this term or in any previous term.

13. Making a Point

Before telling a story, you must have a point in mind. When you come to the point, stop.

Here are some suggestions for points in a story:

At that moment in walked the teacher.

We found out that a stitch in time saves nine.

He was a much better player than we had expected him to be.¹

Mother said to me in surprise, "Why my son we're going visiting today."

In my pocket was the top.

Then the teacher called on me.

The book dropped to the floor.

Since then I've never tried to steal apples.

That's the last time I ever climbed to the roof of the house next door.

When we finally got into the room, there was the dog fast asleep.

After untying the last string and undoing the last piece of wrapping paper, out came the ——.

"Next term," I said to myself, "I shall certainly study my lessons."

Select a story which you can tell.

Before telling it make sure you have

1. A good beginning sentence
2. A point

In telling the story, stop when you reach the point of your story.

14. The Correct Use of *Them*

This boy is my friend.

I like *him*.

These boys are my friends.

I like *them*.

That book is interesting.

I have read *it*.

Those books are interesting.

I have read *them*.

The word *them* means more than one. It can never be used to refer to a word which follows it. It should never be used in place of *these* or *those*.

The following examples show the correct use of *these*, *those*, and *them*:

those books

these pictures

these boys

those girls

I know *them*.

I like *them*.

I hear *them*.

I see *them*.

EXERCISE

Fill the blank spaces below with the proper word, *those* or *them*:

1. Do you know — people?
2. I met — a long time ago.
3. Are — boys their children?
4. — children do not belong to —.
5. Bring — things along with you.
6. What shall I do with — bats?
7. Put — down.
8. I did not touch — papers.
9. — boys said they belonged to —.
10. Give — to me, please.
11. — apples are not ripe.

12. I did not know —— girls very well.
13. Won't you give me —— marbles?
14. I have to take —— books to the library.
15. Aren't —— flowers beautiful?
16. Wouldn't one of —— cookies taste good?
17. Mother says we may each have one of ——.

15. Pronunciation Drill

The following words are frequently mispronounced.
Be sure that you know how to pronounce them properly.

| | | | |
|-----------|--------|--------|--------|
| avoid | course | power | ask |
| rejoice | cruel | toward | truth |
| return | fuel | usual | truths |
| dangerous | | | |

Read these sentences aloud:

1. I ask you to avoid the dangerous paths.
2. We rejoice that the cruel war is over, and that our soldiers are returning to us.
3. Some truths are more important than others.
4. Coal is a fuel that gives heat and power.
5. Toward everyone be just.
6. Out of the mouths of children come many truths.
7. Toiling, rejoicing, sorrowing,
Onward through life we go.
8. Avoid dangerous companions as you would avoid sickness.
9. We went on with our work as usual.
10. On the witness stand you must promise to tell "the truth, the whole truth, and nothing but the truth."

16. Teaching Sonny

Look at the picture and try to imagine the situation.
What story does it tell you?

What particular time of year do you think the picture shows?



Ewing Galloway

What do you think the boy is going to do with the pumpkin?

What is the grandfather saying to the boy?

Tell a story that you think the grandfather might tell about the fun he had when he was a boy.

ORAL EXERCISE

Let two pupils play the parts of grandfather and grandson.

Let the grandson ask the grandfather to show him how to make a lantern. He must give some good reason for wanting to do it that day.

WRITTEN EXERCISE

Write a short story about some trip which you have taken with your father or with your mother. Think of

1. Why you were asked to go.
2. Where you went.
3. What happened.

17. Learning New Words

You have learned that you can make a story more interesting if you know several words to use in describing the same person or thing. In telling about a small house, you may use the words *tiny*, *little*, or *wee* instead of *small*. All these words are **synonyms** for *small*. Suppose, however, that you want to show the difference between the small house and another house near by. You might describe the other house as *large*, *big*, or *huge*. All of these words are the opposites of *small*. Such words are called **antonyms**. Other examples of antonyms are: *high*, *low*; *narrow*, *broad*; *kind*, *cruel*.

ORAL EXERCISE

The Game of Opposites will help you to learn some common antonyms. To play the game, the class is

divided into two groups. The first player gives a sentence using one of the words below. A player on the other side must give the same sentence using a word of opposite meaning. For instance, the first person says, "My brother is *tall*," and the other player answers, "My brother is *short*."

| | | | |
|----------|----------|--------|---------|
| white | depart | warm | cruel |
| cool | refuse | late | short |
| daring | early | arrive | hard |
| smooth | rough | avoid | low |
| bitter | sweet | grant | kind |
| dull | sharp | fail | succeed |
| dry | tall | black | forget |
| high | cautious | thin | permit |
| remember | full | empty | seek |
| forbid | fat | wet | soft |

18. Describing a Place

When we reached Surf Avenue, the scene was one of great merriment. The beach was crowded with people—families eating lunch, mothers with babies, young people in bathing suits playing ball and leap frog, children paddling in the ocean. The boardwalk had a festive air. Wise merchants offered delicious hot corn and juicy "hot dogs" at a very low price. From Steeplechase we could hear the shrieks and laughter of the girls and boys as they came down the chutes. Although we did not have much time to spend at Coney Island, I certainly enjoyed the trip.

EXERCISE

What is the topic sentence of this description?

What details are mentioned in the paragraph to prove or illustrate the topic sentence?

Is the last sentence good for closing this description? Why?



Underwood and Underwood

THE LAKE IN CENTRAL PARK

ORAL DESCRIPTION

Select one of the following places to describe. Think of (1) a good opening sentence; (2) the details which will prove or illustrate the opening sentence; (3) a good closing sentence.

1. The Circus
2. The Lake in Central Park on a summer day

3. The Baseball Park
4. The Aquarium

WRITTEN DESCRIPTION

After you have heard several classmates describe the place which they chose, select the place which you can describe best. Write a paragraph of five or six sentences describing the place. Be sure that you have met all the requirements mentioned under Oral Description.

19. Punctuating Sentences

Copy the following story, putting in all the necessary capitals and periods:

THE SUN AND THE WIND

a dispute once arose between the wind and the sun as to which of the two was stronger they agreed to try their power on a traveler the one who could make him take off his coat was to win the wager the wind began he blew a strong blast he tore up the oaks by their roots and wrecked the whole forest the traveler drew his coat about him more closely than ever after the wind had failed, the sun began he sent down his bright rays on the traveler the man unbuttoned his coat the rays of the sun grew brighter and warmer at last the traveler threw off his coat and carried it the sun had won the wager.

20. How to Make Something

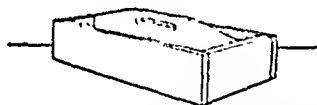
Did you ever try to follow someone's directions for making an article? If you have, you know how im-

portant it is to have a clear explanation. If the writer forgets to tell you what materials you need, if he does not follow the proper order in telling you what to do next, you are almost sure to make a mistake. What would you think of a person who told you to sandpaper and paint a shelf before he told you how to saw the boards for making the shelf?

Read the explanation below. Do you think it is clear? Could you follow the directions the writer gives? Do you think the writer had an outline in mind when he wrote the explanation? What do you think it was?

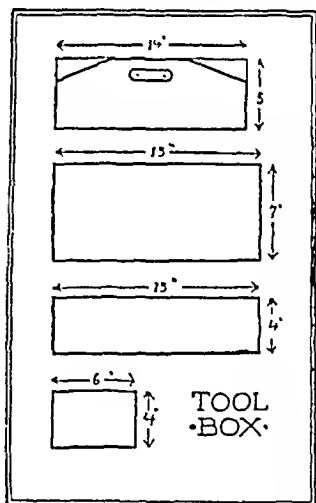
HOW TO MAKE A TOOL BOX

To make a tool box, you will need the following tools and materials: a saw, a hammer, an auger, sandpaper, nails, and



some boards one-half inch thick, out of which six pieces of wood may be cut.

You are now ready to make the box. First draw the plan or diagram of your box, measuring each piece carefully. The diagram will look like the illustration. Then saw the end and side pieces off to the exact length you have planned. Nail them together firmly. Measure the size of the bottom piece, cut it, and



nail it in. Make the center piece just long enough to fit snugly between the end pieces. Bore two one-inch holes in the upper part. Cut out the wood between the holes and saw off the upper corners of the center piece to make a handle. Nail the center piece into the box, driving the nails through the ends and through the bottom of the box. Sandpaper the wood carefully, varnish it if you wish, and the box is done.

This box is very useful. It may be used for carrying tools when you are making repairs of any sort. It could also be used for kitchen knives and forks. In this case, it should be made of thinner wood.

You will find that each paragraph in the explanation tells one thing about the making of the tool box. The first paragraph tells of the tools and materials to be used. Does the writer name all the tools needed? The second paragraph tells of the process of making the box. Are the directions given in the correct order? The third paragraph tells what the box may be used for.

The writer used this outline:

1. Tools and materials needed
2. The directions to be followed
3. The use of the article

What is the topic sentence for each paragraph?

WRITTEN EXERCISE

I. Write an outline for a composition explaining how to make one of the following articles, or any article

which you know how to make. Use the plan given above. Draw a diagram if it will make your explanation clearer.

| | |
|--------------------------------------|------------------------------|
| How to make a coat hanger | How to make a cover for your |
| How to make a match box | your book |
| How to make a blacking | How to make fudge |
| stand | How to make an apron |
| How to hang a shelf | How to knit a scarf |
| How to build a fire | How to crochet a cap |
| How to make a book rack | How to make a cake |
| How to make a checker | How to set a table |
| board | How to make a whistle |
| How to make a sliding pond | How to make griddle cakes |
| How to make a snow man | over a camp fire |
| How to prepare your arithmetic paper | |

II. Write one paragraph of the composition for which you have prepared an outline. See that you have a topic sentence.

21. Criticizing Compositions

I. Read aloud in class the explanations which you wrote for Lesson 20. The class should criticize each composition by asking these questions:

1. Did the writer follow a plan?
2. Did he name all the tools and materials needed?
3. Did he give the different steps in the process in the right order?
4. Did he leave out any important steps?
5. Were his directions simple and definite?

II. Papers should be exchanged. On the paper which you receive indicate, in some way suggested by your teacher, any errors which you may find. Note especially the following points:

1. Use of capital at the beginning of a sentence
2. Use of period or question mark at the end of a sentence
3. Spelling

III. Each paper should be returned to the writer, who will correct the errors he has made.

22. Using *His* and *Their* Correctly

1. Each one take *his* pencil.
2. The children want *their* supper.

The word *his* is correct in sentence 1 because *each one* means each person individually.

The word *their* is correct in sentence 2 because the word *children* indicates more than one child.

In the following sentences think whether the meaning is one or more than one. If the meaning is *one* use *his*, or *her*. If the meaning is *more than one* use *their*.

1. Every man wants to do — duty.
2. No one must bring — rubbers into the parlor.
3. Each of us is learning — lessons.
4. Many people came in — cars.
5. Most children like to see — report cards.
6. Each one must now take — place.

7. Each of you knows —— place.
8. Has each one brought —— homework?
9. Why doesn't everyone mind —— own business?
10. Please find out if anyone has lost —— book.
11. Each of these fellows will write on —— own paper.
12. No one of you need be ashamed of —— appearance.

23. Describing Two or More than Two

EXERCISE

Reread the explanation on page 162. In the following sentences choose the correct word to use.

1. Of the five boroughs in the city of New York, the borough of Manhattan is the (*richer, richest*).

2. You brought two pens to school. Which one is the (*finer, finest*)?

3. It is hard to tell whether Washington or Lincoln was the (*greater, greatest*) man.

4. I don't know whether I like the country, seashore or mountains (*best, better*).

5. We bought two baseball bats. I prefer the (*larger, largest*) bat.

6. Let me present to you the (*younger, youngest*) of my two children.

7. Andrew has two winter suits but he seems to prefer the (*older, oldest*) suit.

8. Which of these many stories is the (*longer, longest*)?

9. There were three shouts for help but the third shout was the (*fainter, faintest*).

10. Did you get the (*smaller, smallest*) of the two apples?

First Review

I. Choose the correct expression in each of the following sentences:

1. One of these boys (*pretend, pretends*) to be going on a journey.

2. Which of you (*have, has*) secured permission to carry the flag?

3. What (*is, are*) the outcome of this business?

4. This condition (*produce, produces*) a great delay.

5. The feast (*don't, doesn't*) begin until nine o'clock.

6. His pockets (*don't, doesn't*) contain any money.

7. The duty of every man (*don't, doesn't*) require him to decline this invitation.

8. Are you anxious about (*them, those*) people?

9. (*Them, those*) children are never grateful.

10. We gave (*them, those*) the reward for kindness.

11. Please caution (*them, those*) girls about keeping their hands clean.

12. Everyone of you must make (*his, their*) request in writing.

13. If each one of you will prevent (*his, their*) little brother from crossing the street, all will be well.

14. No one came to oblige me with (*his, their*) fishing rod.

15. Which of your two brothers is the (*older, oldest*)?

16. Which scout in your troop has the (*higher, highest*) rating?

17. Of the ten girls in our class, Mary is the (*brighter, brightest*).

18. The request for an interview was made (*by, from*) Mr. Jones.

19. Were you (*by, at*) the house which was destroyed by fire?

20. For (*who, whom*) are you making the tool box?

II. Rewrite the following sentences, using capitals and punctuation marks where they belong:

a beggar gained admission into the houses of the great by bribing the servants one day he came into the house of barmecide, a rich merchant, who said to him you are welcome what can i do for you the beggar said he wanted some food barmecide was astonished at the answer and cried out whatever i have is thine thereupon he clapped his hands as if to call his servants barmecide said there wash your hands the beggar saw no basin but he supposed that this was a joke therefore he pretended to wash his hands now bring on something to eat said barmecide in a moment he turned to the beggar and said eat how do you like my meat there was neither bread nor meat nor was there even a table set the beggar, however, twisted his mouth as if he were eating and said yea this is a dish worthy the table of king solomon such a feast is known as a barmecide feast

III. Write a topic sentence on one of the following subjects:

1. A fire drill.
2. How to give first aid to someone who has met with an accident.
3. Covering a book.
4. Making a — (any object that you please).

IV. Write a paragraph on the topic sentence that you wrote in Exercise III.

V. Write a letter to someone you know very well, asking him or her to come to your next birthday party. Make your friend feel that you are really eager to have him come.

VI. Rewrite the following sentences so that each direct quotation becomes an indirect quotation and each indirect quotation becomes a direct quotation:

1. I cried out, "Uncle, I have a fish."
2. "Not yet," said my uncle.
3. I thought to myself that I had lost a very fine chance.
4. I said, "But there are other big fish in the sea."
5. Since then I have often been reminded of what my uncle said, that I must not brag about my fish until after I had caught him.

VII. Change the following sentences to negative statements:

1. I am prepared to do the job.
2. The business repaid me for my trouble.
3. The delay was caused by the haste of the driver to get away.
4. We scattered the seeds all over the ground.
5. I can spare just one pound of butter.
6. Please hasten to meet my friend.
7. I intend to see you very soon.
8. The policeman seized the runaway by the collar.
9. I doubt whether it will rain.
10. The house toward which you are looking was sold.

VIII. The following sentences speak of one person

or thing. Change each sentence so that more than one person or thing is spoken about.

1. The tramp set out on a long journey.
2. The teacher gave me permission to leave the room.
3. The poor girl looked helpless.
4. The old sailor's condition was pitiful.
5. The lion repaid the mouse for his kindness.
6. He was grateful to him.
7. The tale told by the author is interesting.
8. The woman was anxious about her daughter.
9. My sister was weary after shopping.
10. The child ran rapidly into the playground.

24. Using *By* Correctly

A small word which we must watch carefully is *by*. Study the following sentences, noticing the use of this little word:

1. The town is surrounded *by* mountains.
2. The book was given to me *by* my brother.
3. I multiplied 2 *by* 4.
4. The man is employed *by* Mr. Wells at a good salary.
5. The message was sent *by* Miss Raymond.
6. The picture was painted *by* a famous artist.

ORAL EXERCISE

In the following sentences, the word *at* or *by* is needed in the blank spaces. If you are not sure which is right, read the sentences above in which *by* is used correctly, and turn to page 117 for examples of the correct use of *at*.

1. Are you laughing — him?
2. Were you — my house this morning?
3. — what time shall I see you?
4. This fountain was presented — a well-known citizen.
5. We were — home — noon.
6. I must see you — school.
7. They met many friends — the party.
8. I am employed — the butcher.
9. In the middle of the table was a turkey surrounded — cranberries.
10. Multiply 3 — 6.

25. The Game: "To Whom Did You Give It?"

A ball or some other object is passed around from one pupil to four others in the room while the pupil who is "It" is out of the room. When "It" returns to the room, he must find out who passed the ball. He has five guesses only. The pupil who is "It" asks, "To whom did you give the ball, John?" If John was one of the people who had the ball, he answers, "I gave it to ———," mentioning the name of the person to whom he gave it.

If John did not have the ball, he answers, "I am not the person for whom you are looking."

If "It" says, "To *who*" instead of "To *whom* did you give the ball?" he is out, and someone else is "It."

If the person addressed answers, "I am not the

person for *who*" instead of "for *whom* you are looking," then "It" has the right to demand the name of the person who has the ball.

This game may also be played to find

1. *At whom* a ball was thrown.

In this game "It" asks, "*At whom* did you throw it?"

2. *With whom* the teacher was talking.

In this game "It" asks, "*With whom* was the teacher talking?"

3. *To whom* someone was speaking.

In this game "It" asks, "*To whom* were you speaking?" and tries to guess the name of some character in history.

26. Writing a Letter

I. Imagine that one of your friends has written to you, asking how to make something. Answer the letter giving your friend the directions for making the article. Be as clear and definite as you can. An outline will help you. If you wish, you may choose one of the articles suggested in the list on page 157.

II. Address an envelope for the letter which you have written.

27. The Correct Use of *They* and *Them*

Read the following sentences carefully, noting the use of the words *they* and *them*:

1. *They* will attack tomorrow.
2. It was *they* who received the order.
3. The enemy were stronger than *they*.
4. You and *they* will have to settle the trouble.
5. I told *them* to write the letters.
6. What is the difficulty between you and *them*?
7. Did you take the message to *them*?

EXERCISE

In the following sentences, use the correct word, *they* or *them*:

1. The teacher sent a message to you and —.
2. It was — who met us at the station.
3. I will share it with you and —.
4. You and — may read.
5. Was it — who told you the story?
6. The new team was stronger than —.
7. It could not have been —.
8. He knew it was — by their new uniforms.
9. There was trouble between — and their neighbors.
10. It was — who wrecked the train.
11. — will be home tomorrow.
12. Who is there? It is —.

28. A Conversation

In a beautiful park in a great city there are signs which say plainly, "Do not walk on the grass." There are plenty of gravel walks and roads for the people to use. If the signs were not obeyed, soon there would be no grass, only stretches

of mud and bare earth. The park would no longer be a beautiful place.

One day a crowd of boys were on their way to the ball ground in the park. Suddenly one of them said, "Come on, boys, I know a short cut. Here it is." Away he started across the velvety green lawn.

"That's against the law, Bob," protested another boy. "The sign says we mustn't walk on the grass."

"What if it does? There's no policeman here."

What do you think of Bob's answer? What do you think of his idea of keeping the law?

Perhaps it will help you to form your opinion if you consider some of these questions.

What did the sign say? Is it necessary to have such signs? Is it necessary to have a policeman at hand to see that laws and rules are obeyed? Who is responsible for obeying the laws?

Do you think Bob really thought that the law did not have to be obeyed unless there was a policeman to enforce it? Do you think he wanted an excuse for doing as he pleased?

Did Bob and his friends enjoy the park? Who was really being hurt by Bob's action? Do you know of any cases like this one?

WRITTEN EXERCISE

Choose one of the following suggestions for a story. Write the story.

1. There is a rule that papers must not be dropped on the

floor. A boy puts waste paper into his desk. The paper later falls to the floor.

2. Pupils must not talk in the classroom. A girl whispers.

3. In the zoo there is a sign, "Do not Feed the Animals."

A boy throws peanuts into a cage.

SELF-CRITICISM. After you have written your story, ask yourself these questions:

1. Have I a good beginning sentence?

2. Have I a good ending sentence?

3. Is my story interesting?

DICTATION

After writing one of the paragraphs in the conversation on pages 188 and 189 from dictation, compare your work with the book to make sure that you have used the proper punctuation. Be particularly sure that you have used the quotation marks correctly.

29. The Game of *Should Have*

The class may be divided into two teams. The side getting the higher score wins.

The game is played as follows: A pupil in one team asks a question. The question must be answered by three pupils on the opposite team. Each correct answer counts one point for the side making the correct answer. Then three pupils in the second team must answer the second question. For instance, the first question asked is, "What should Frank have done to pass his examinations?"

The three answers might be

1. Frank should have studied his lessons.
2. Frank should have come to school regularly.
3. Frank should have been more careful.

Every question in this game must begin with the words, "What should —— have done?"

Every answer must repeat the words of the question and must use the words *should have*.

SUGGESTIONS FOR THE GAME

What should

1. Little Red Riding Hood have said to the wolf?
2. A child have done in crossing the street?
3. We have done to elect a class president?
4. Our team have done to win the game?
5. A late pupil have done to come early?
6. You have done to get a better mark?
7. Mary have done with her little lamb?
8. Your friend have done before coming to the party?
9. A farmer's boy have done in the city?
10. The children have done in the yard?

30. Using Apostrophes to Show Possession

1. The women's club gave a dinner.
2. The men's car was stolen.
3. The children's party was a great success.

Read the sentences above carefully. What words are used to show possession? Do they mean one or more than one?

How do you write the possessive form of *robins*, *girls*, *babies*, *dogs*? How do the possessive forms of *men*, *women*, and *children* differ from the possessive forms of words that add an *s* to denote more than one?

WRITTEN EXERCISE

I. Write sentences using the possessive form of each of the following words:

| | | |
|----------|-------|----------|
| mayor | man | baby |
| teachers | mice | men |
| kitten | woman | cat |
| mouse | lady | babies |
| child | women | children |

II. Write a sentence about each of the following. Use a possessive form in each sentence.

1. A hat that belongs to your sister.
(For example: My sister's hat is dark blue.)
2. The office in which your father works.
3. A dog that belongs to your cousin.
4. A cat that is owned by your aunt.
5. The house where your uncle lives.
6. A book that belongs to your teacher.
7. A ball that belongs to your brother.
8. An automobile that is owned by Mr. Smith.
9. A store that is owned by Mr. Hall.
10. A dress that belongs to Margaret.

31. Direct and Indirect Quotations

1. "What do you want?" asked the doorkeeper.
2. "Please, sir, may I come in?" answered the little girl.
3. He told her that she might come in if she took off her rubbers.

In the first and second sentences you are told the exact words spoken by the doorkeeper and by the little girl.

Quotation marks are placed before and after the exact words spoken by someone. The quoted words are called a **direct quotation**.

In sentence 3 the exact words as spoken by the doorkeeper are not given. Such a quotation is called an **indirect quotation**. Quotation marks are not used in indirect quotations.

We may change the words in sentence 3 to make a direct quotation, like this:

The doorkeeper said, "You may come in if you take off your rubbers."

We may also change the direct quotation in sentence 1 to an indirect quotation in this way:

The doorkeeper asked her what she wanted.

EXERCISE

In the following sentences decide whether the quotation is direct or indirect. Change the indirect quotations to direct quotations.

1. The stranger asked the child to sit down.
2. "What is your name, little girl?" he asked.
3. She told him that her name was Lucy.
4. "Would you like something to eat?" he inquired.
5. She informed him that she had eaten her lunch.
6. "And how is your mother?" he asked.
7. "She is very well, thank you," Lucy replied.
8. Lucy then told him that her brother was sick and needed help.
9. The stranger told her that he was the doctor.
10. He said that he would try to cure her brother.

32. Describing Two and More than Two

1. John is the *taller* of the two boys.
2. He is the *tallest* of the three.
3. In fact he is the *tallest* boy in the class.
4. His sister is *more thoughtful* than he.
5. She is the *most thoughtful* child in the room.

Remember that we say *taller* of the two, but that when we speak of more than two we say *tallest*. Some long words require the help of the words *more* and *most*. We therefore say: *more friendly*; *more beautiful*; *most charming*; *most grateful*; *most distressing*.

Before completing the following sentences, make up your mind whether two or more than two are spoken of.

1. This is the (*best, better*) of the two pens.
2. Pick out the (*better, best*) of these two oranges.
3. Which of these two books do you think is the (*best, better*)?

4. Of all the stories, I like "Robin Hood" the (*best, better*).

5. Fred is the (*taller, tallest*) of my three brothers.

6. My sister Jane is the (*best, better*) runner of us two.

7. There are two doors in a room. Which of them is the (*widest, wider*)?

8. Which child in the class is the (*taller, tallest*)?

9. The girl sitting in that seat is the (*best, better*) writer of the two you picked out.

10. I want you to choose the two largest pumpkins and then select the (*best, better*) of the two for a Jack O'Lantern.

11. Of all the members of my family my mother is the (*more, most*) grateful for the help I give her.

12. Everyone was afraid that an accident had happened, but my father was the (*more, most*) anxious man in the crowd.

13. The (*older, oldest*) of the four Donald sisters sings.

14. Is the boy or the girl the (*more, most*) cautious?

33. Letter of Excuse

25 Howard Place

Brooklyn, N. Y.

December 15, 1930

My dear Miss Green,

Please excuse me for my failure to bring my sewing bag to school today. Yesterday afternoon Mother took me to Aunt Jane's house in Far Rockaway. The weather became so bad that we had to stay over for the night. I came to school directly from the Pennsylvania Station.

Your pupil,

Mary Barton

What other words may be used to say,

| | |
|-----------|------------------------|
| stay over | for my failure |
| excuse me | the weather became bad |

What other sentence could you use to begin Mary's letter?

What other good excuse is it possible to give for failure to bring the sewing bag?

Copy this letter or write it from dictation as your teacher wishes.

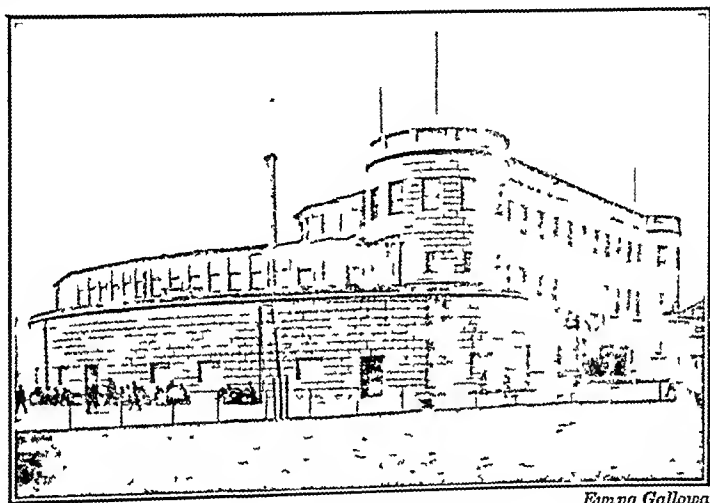
34. Giving Information

Read the following paragraph. What is the topic sentence? What words in the topic sentence are a key to the subject of the whole paragraph? What title would you give the paragraph?

The Aquarium Building in Battery Park has had an interesting history. It was built in 1807 as a fort and was used as one of the chief military defenses of the city. It was named Castle Clinton and stood on an island two hundred feet from the shore. This space has since been filled in. The building was abandoned as a fort in 1823, renamed Castle Garden, and was used by the city as a place of amusement. A bridge connected it with Battery Park. In Castle Garden many famous events occurred. Brilliant receptions were given for General Lafayette and for the Prince of Wales. Here thousands of people heard the famous singer, Jenny Lind, and here Samuel Morse gave one of the first demonstrations of his invention, the telegraph. From 1844 to 1890 Castle

Garden was used as a landing place for immigrants. In 1896 it was opened as an aquarium. It is the largest aquarium in the world and is visited by more than two million people every year.

A careful study of this paragraph will show you that the writer gives many facts to explain the topic sen-



THE AQUARIUM

tence. When was the building erected? For how many purposes has it been used? What interesting events have taken place there? All of these facts, or details, about the building explain the general statement that the building "has had an interesting history."

Giving details about a general statement is a good way to expand a topic sentence into a paragraph. For example, if we are writing a paragraph about the Zoo

at Bronx Park, we may choose as a topic sentence: "There are many strange animals in the Zoo at Bronx Park." The paragraph which we write will give details, that is, it will mention some of the strange animals and tell something about them.

Before we write the paragraph, we should make an outline showing the details that we plan to use. The writer of the paragraph about the Aquarium probably used an outline like this:

The Aquarium Building has had an interesting history.

1. It was first a fort.
2. It became a place of amusement.
3. It was used as a landing place for immigrants.
4. It is now an aquarium.

Discuss in class an outline which might be used for the paragraph about the Zoo.

EXERCISE

Write an outline to be used in telling the class about one of these topic sentences. In planning the outline, you will probably need to consult textbooks, or to ask questions of some older person who can give you the necessary information.

1. The American Museum of Natural History (or any other museum that you can name) contains a large number of interesting exhibits.

(The details of the paragraph should tell what some of the interesting exhibits are.)

2. Everyone will enjoy visiting the Metropolitan Museum of Art (or some other place which you have visited).

(The outline should suggest some of the reasons why the visit will be enjoyable.)

3. New York (or some other city having a fine harbor) has one of the finest harbors in the world.

(The outline should tell some of the reasons why the New York harbor is a fine one.)

4. The Brooklyn Bridge (or some other large bridge) is a great feat of engineering.

(What should your outline suggest?)

5. Many monuments in and near our city remind us of the Revolutionary War.

(What details will your outline give?)

6. The Hudson River (or some other river with which you are familiar) is one of the most beautiful rivers in America.

(What details will you use for an outline?)

A CLASS PROJECT

Give the class the information you have found about one of the topic sentences given above. Follow your outline as closely as possible in your report to the class.

35. Using Opposites

Change the meaning of each sentence below by using a word from page 264 which means the opposite of the word, or group of words, underlined. For instance,

a. We succeeded in crossing the ice.

b. We failed to cross the ice.

1. My father granted me permission to go to the play.
2. This boy is very cautious when he crosses the street.
3. A wise person will avoid evil companions.
4. The Indians were not always cruel to their captives.
5. Do you remember that you owe me some money?
6. Mother forbids us to go swimming in the river.
7. If I fail, it will be because I did not study enough.
8. The train arrived on time.
9. Some people seem to seek dangerous places.
10. As we were departing, the storm burst.
11. We were sure that you had succeeded.
12. She entered without hope, she dreaded the outcome.
13. As the boy was unable to move, he called for help.
14. Without delay his friend prepared to help him.
15. Thus the game was won, and our team rejoiced.

36. Changing Sentence Structure

THE *Doer* AND THE ONE TO WHOM SOMETHING *Is Done*.

1. I *ate* an apple.
2. The apple *was eaten* by me.

Sentence 2 has the same meaning as Sentence 1 except that the order of the words has been changed.

In sentence 1, *I* tells us who did the eating, while in sentence 2, *by me* tells us who did the eating.

Change the following sentences so that the *doer* becomes the one by whom the action is done. For instance,

- a. The *pupil* pays attention.
- b. Attention is paid *by the pupil*.

1. My father gave me some good advice.
2. The boys read a gloomy tale.
3. The boy regretted his hasty words.
4. The colonists demanded freedom from taxation.
5. They also wanted the right to organize.
6. In addition, the patriots demanded representation.
7. The surly rebel gave the signal to fire.
8. "No oppressor shall rule us."
9. The loyal troops took their opponents by surprise.
10. They did not relish the risk of capture.

In the following sentences something is done to a person or place. Change each sentence so that the *doer* will perform the action. For instance,

- a. The enemy was crushed *by the gallant army*.
- b. *The gallant army* crushed the enemy.

1. The city was invaded by the troops.
2. One may be arrested by an officer without a warrant.
3. Yorktown was surrendered by the English.
4. The offer of peace without honor was scorned by the signers of the Declaration of Independence.
5. The battle is described by many historians.
6. General Braddock was defeated by the Indians.

7. He was surrounded by them.
8. The white men were not spared by the savages.
9. His mistake was avoided by Washington.
10. The English were assisted by the Colonial troops.
11. It is related that the American soldiers were despised by the English.
12. The massacre of the entire army was prevented by the Americans.
13. Rapid progress was made by the farmers in clearing the ground of stumps.
14. A crushing defeat was suffered by the enemy.

37. Study of a Poem

AMERICA

I love thine inland seas,
Thy groves of giant trees,
Thy rolling plains;
Thy rivers' mighty sweep,
Thy mystic canyons deep,
Thy mountains wild and steep,
All thy domains;

Thy silver Eastern strands,
Thy Golden Gate that stands
Wide to the West;
Thy flowery Southland fair,
Thy sweet and crystal air,
O land beyond compare,
Thee I love best!

HENRY VAN DYKE

The poet tells us that he loves many things in our country. Which of the things that he mentions appeal to you most?

Have you ever seen a canyon or a picture of a canyon? Why do you suppose the poet calls them "mystic?"

Where is the Golden Gate? How did it get its name?

What does the poet like best?

Notice the rhymes in the poem. Which lines rhyme with each other?

WRITING A POEM

Perhaps you might like to write something about our city as Mr. van Dyke has about our country. Can you think of things which make our city great? You may write about it,

As the Melting Pot of America.
As it looks to the foreigner.
Its wonderful buildings.
Its busy harbor.

38. Illustrating a Proverb

"The more haste, the less speed" is a proverb I had learned in school, but the real meaning of which I had never grasped until the first day of my last summer's vacation. My older brother Jack and I were going to the Boy Scout Camp at Bear Mountain. Jack wanted to get down to the railroad

station early to avoid the rush. He said, "I hate to stand in a long line waiting for my ticket." We went down by subway, arriving at the station twenty minutes before our train was due to leave. There were two ticket windows, at each



of which a slowly moving line was gradually edging forward. Jack selected the shorter line. Now there was an old lady at the head of this line who seemed to have gotten into a discussion with the ticket seller. I don't know what it was about. At all events, she wasn't winning the debate because she stuck to her position at the window. Jack saw his chance

and quickly shifted to the end of the rapidly moving line headed for window number 2. Just then, the old lady stepped away from window number 1 and the line moved forward. Something seemed to have gone wrong with the ticket agent at window number 2. He must have gone out to print some new tickets, or perhaps to write a letter to the folks at home. Five minutes went by, and not a soul received a ticket at window number 2. Jack saw a man with red hair getting a ticket at window number 1. He noticed the man particularly because the latter had stood in line behind him at window number 1. Once more Jack shifted his position, and came back to the end of line number 1. The person in line ahead of Jack looked like a foreigner. Apparently he either didn't know the name of the station for which he wanted a ticket, or he didn't understand the agent's directions about getting there. There was a long argument, during which the foreign-looking person's uncle, two cousins, and grandmother came to the assistance of their relative. It was now only five minutes to train time. Jack fidgeted nervously. I saw that he was about to make another change. Running up to him I whispered, "Stick it out on this line, old man. The foreign problem will soon be settled." And so it was—just about a minute after our train left.

This story illustrates the use of a proverb. Think of an experience which might be used to illustrate one of the following proverbs. If you can't think of a real experience, imagine one, but tell it as if it had actually happened.

1. Sooner or later the truth comes to light.
2. Fine feathers do not make fine birds.
3. Whatever you dislike in another person take good care to correct in yourself.
4. Save the pennies and the dollars will take care of themselves.
5. If you can't help, don't hinder.

39. Letter of Thanks for a Gift

66 West Broad Street
Albany, N. Y.
January 16, 1930

Dear Burton,

I am all excited about my present and very grateful to you. The fishing rod came this morning. It's a beauty. It's too bad that we can't go out at once to try our luck. The streams are still frozen, and Mother says I must wait until vacation time. I tried the pole out in the kitchen sink. Father laughed when he saw me. It's no joke having a new pole and no place to fish in.

Your friend,
Max

What expressions does Max use to show that he thanks Burton?

What expressions show that Max likes the rod?

Why does Max tell Burton about fishing in the sink?

What other expressions would you use to show

1. That you are grateful?
2. That you like the gift?

Suppose you had received a gift of one of the following articles. What would you say (1) to thank the giver? (2) to show how much you liked the gift?

Remember that you must say something to interest the person who sent you the gift.

| | |
|----------------|----------------------------|
| A bicycle | A pair of skates |
| A camera | Two tickets to the theater |
| A new overcoat | A basket of fruit |
| A dress | A game |
| A wrist watch | A book |

40. Contractions

I. Write the following sentences, using contractions wherever possible:

1. When I am sick, you should not annoy me.
2. Have you not seen what is the matter?
3. Could not you do it, or did you not want to?
4. This does not belong to you.
5. I have made up my mind.
6. Do not let those men go away angry.
7. It is quite true that she is pretty.
8. Can you not see that I am busy?
9. Who is your friend?
10. He will sing very well.

II. Write a short conversation between two boys or two girls. Use as many of the following contractions

as you can. Be sure to punctuate each direct quotation correctly.

| | | | |
|-----------|--------|---------|---------|
| haven't | isn't | you're | you'll |
| couldn't | it's | we've | he's |
| hadn't | I've | they're | can't |
| don't | we're | you'd | I'd |
| shouldn't | hasn't | she'll | doesn't |

41. Troublesome Sounds

I. Read the following words and sentences carefully. Be sure you get the correct sound for *ng*.

| | | | |
|-----------|-------------|------------|------------|
| sing | singing | advancing | morning |
| bring | surrounding | doing | evening |
| ring | preparing | intending | drowning |
| cling | seizing | permitting | strength |
| spring | insisting | granting | length |
| fling | stating | extending | strengthen |
| king | song | arriving | lengthen |
| string | wrong | swimming | young |
| thing | strong | destroying | lying |
| rejoicing | succeeding | clinging | doubting |

1. The strong young man was advancing toward the king.
2. You are singing the wrong song.
3. He was swimming the length of the tank.
4. Diving into the stream, he used all his strength to reach the drowning girl.
5. Bring the ring to the king.

II. Make five sentences, using as many of the words in the list on page 208 as you can. Be ready to read your sentences aloud in class.

III. Read the following verses aloud, pronouncing each *ng* word carefully:

Ring-Ting! I wish I were a primrose,
A bright yellow primrose blooming in the spring.
The stooping boughs above me,
The wandering bee to love me,
The fern and moss to creep across,
And the elm tree for our king!

42. Acting a Story

THE PIED PIPER OF HAMELIN

There was once a pretty little town named Hamelin. The people who lived there were very happy, except for one thing. The town was full of rats. The rats were big and bold and hungry. They fought the dogs, killed the cats, ate the people's dinners, and even bit the babies in their cradles. Every plan for getting rid of them failed.

At last one day a strange figure appeared at a meeting of the Mayor and his council.

"His queer long coat from heel to head
Was half of yellow and half of red;
And he himself was tall and thin,
With sharp blue eyes, each like a pin,
No tuft on cheek, nor beard on chin,
But lips where smiles went out and in."

"Men call me the Pied Piper," he told them. "I have power to draw all creatures to follow me. If I rid your town of rats, will you give me one thousand guilders?"

A thousand guilders is a great deal of money, but the Mayor said, "One thousand? We'll give you fifty thousand to get rid of the rats!"

The Piper began to play. At the first note, the rats started from their holes. As he played, they followed him down the



street, great rats, small rats, lean rats, fat rats, old rats, and young rats. Faster and faster he led them, straight to the river, where all were drowned except one old rat, who swam to the other side.

You can imagine how the people rejoiced. But in the midst of their merry-making, the Pied Piper suddenly appeared again. "I've come for my thousand guilders, he said.

"Oh, that's too much," said the Mayor. "The rats are dead now. Come, take fifty guilders."

"No," said the Piper. "You will see that I can pipe a different tune."

Once more he took his pipe. At the first note, every child in the town stopped his play and followed the Piper. Down the street they went; big girls and little girls, tall boys and short boys, all ran merrily after the Piper.

Out of the town he led them to a great hillside, where a door opened, and the Piper and the children went in.

"And when all were in to the very last
The door in the mountain-side shut fast."

The only child left in town was a little lame boy who could not keep up with the others. He always mourned for his lost playmates, and sighed for the beautiful country to which the Piper had promised to take them.

A CLASS DRAMATIZATION

Let a pupil act the part of the Piper, and appear before the Mayor and the council. Perhaps the Piper and the Mayor spoke as follows. You may be able to think of other things for them to say.

THE PIPER: Mr. Mayor, I am able to rid your town of rats.

THE MAYOR: Who are you, sir?

THE PIPER: People call me the Pied Piper. If I rid your town of rats, will you give me one thousand guilders?

THE MAYOR: One thousand! We'll give you fifty thousand.

(The rats follow the Piper to the river's edge.)

THE PIPER: Now, Mr. Mayor, if you please, give me my thousand guilders

THE MAYOR: Why, all the rats are dead! A thousand guilders is too much. Come, take fifty.

THE PIPER: Please don't joke with me. A bargain is a bargain. Give me my thousand guilders and let me go. If you don't, I can pipe another tune.

THE MAYOR: What! Do you threaten me? Do your worst! Blow your pipe there till you burst!

(The children follow the Piper to the mountain-side.)

EXERCISE

I. Complete the following sentences by writing direct quotations. Be sure to use quotation marks and commas in their proper places. Try to use a contraction in each quotation.

1. The Piper announced . . .
2. The Mayor asked . . .
3. The Piper replied . . .
4. The Mayor declared . . .
5. The Piper answered . . .

II. In the sentences you have written, what words are used instead of *said*? Tell the story of "The Pied Piper" to the class, using at least three of these words.

43. Finding Sentences

Which of the following groups of words are sentences? Copy each sentence, putting a question mark after each question and a period after each statement.

Complete the groups of words which are not sen-

tences. Write each of the completed sentences you have made, using the correct punctuation. Be sure to begin each sentence with a capital letter.

1. there was a town named Hamelin
2. at last one day
3. who appeared at the meeting
4. in the midst of their merry-making
5. where did the children come from
6. down the street they went
7. out of town
8. he led them to a hillside
9. a little lame boy
10. mourned for his lost playmates
11. to take them to a beautiful country
12. he was the only child left in the town

44. Describing a Place

I was fascinated by the new motion picture theater. In front of the entrance stood a very tall, thin man in a blue uniform encouraging people to come in to see the picture. We wandered into the lobby. On both sides were pictures to challenge our curiosity. There were pictures of an exciting lion hunt in Africa, and pictures showing groups of cowboys in an old frontier play. There was something to satisfy every taste. In the center of the lobby were two ticket booths. We joined one of the lines to purchase our tickets. At last we entered in utter silence. So intent was I in watching the picture, that it was some time before I realized that the organ was playing.

EXERCISE

In what other words can you express the thought in the topic sentence? What details are mentioned to arouse the interest of the reader? How else could you close the description?

*Ewing Galloway*

A FRUIT MARKET

Here are several topic sentences from which you may choose one to use for a description.

I was very much confused when I came to the fruit market.
The playground was a noisy place.
Camp —— was a busy place in the early morning.
We were delighted with the museum.

Remember to have

1. A good opening sentence.
2. Details which will help us to understand your topic sentence.
3. A good closing sentence.

Second Review

I. Choose the correct expressions in each of the following sentences:

1. For (*who, whom*) are you waiting?
2. With (*who, whom*) are you studying?
3. Was it (*they, them*) whom you met at the station?
4. It could not have been (*they, them*).
5. My brother John is the (*stronger, strongest*) of my three brothers.
6. Which of these two doors is the (*narrower, narrowest*)?
7. Please pick out the (*best, better*) of the two pumpkins.
8. How long have you (*wore, worn*) this coat?
9. Who has (*throw, thrown*) this pencil?
10. Have you ever (*ring, rung*) the school bell?
11. Very often I have (*laid, lain*) on his couch.
12. (*This, this here*) is an important letter.
13. Is your dress made (*off, of*) silk?
14. (*Let, leave*) him come when he wants to.
15. Fencing is the (*more, most*) dangerous of the two exercises in which you are skillful.
16. Of the two savages I think the woman is the (*more, most*) cruel.

17. There were three little puppies in the box, and this one was the (*more, most*) wretched of the lot.

18. You should (*have, of*) asked your father whether you could go.

19. (*Shall, will*) I go for the doctor?

20. Should I (*have, of*) subtracted instead of adding?

21. You should (*have, of*) learned to swim last summer.

22. (*Let, leave*) the cat in.

II. Rewrite the following sentences using capitals and punctuation marks where they belong:

alexander the great once met diogenes in the forest the king wished to do the old wise man a favor and therefore said to him ask a favor of the king and it will be granted to his great surprise the wise man said the only favor i ask is that the king stand aside and not shut the sunlight out of my home the soldiers of the king expected him to order the wise man to be executed on the spot instead, however, alexander said if i were not alexander the great, i would pray that i were diogenes

III. Write a topic sentence to describe one of the following places:

1. A house which you know very well
2. An interesting street
3. A famous amusement place
4. A theater which you have visited
5. A boat on which you have been, or which you have seen

IV. Write a description using the topic sentence which you wrote for Exercise III.

V. Write a letter thanking some member of your family for sending you a gift. Describe the gift which you received, and show that you really are pleased with it. Be sure to thank the giver.

VI. Write a sentence using the possessive form for each of the following expressions:

1. The house which belongs to Mr. Brown
2. The book which belongs to a boy
3. The hat which belongs to a girl
4. The house in which my uncle lives
5. The toy belonging to a child
6. Gold which belongs to a pirate
7. A necklace belonging to my sister
8. A ball which belongs to the baby
9. A slipper belonging to Cinderella
10. A castle in which the giant lived

VII. Write from memory a stanza of a poem which you studied this term.

VIII. Write sentences using contractions for the following words:

- | | | |
|--------------|--------------|---------------|
| 1. he will | 4. I am | 7. I am not |
| 2. she will | 5. I have | 8. she cannot |
| 3. they will | 6. they have | 9. he did not |

IX. Change each sentence to tell what is done to or by some person or thing named in each sentence:

1. We found the treasure in a cave.
2. I permit you to go where you please.
3. The cat seized the mouse.

4. Early in the evening the students prepared their work.
5. In this game the girls surround the boys.
6. We defeated the enemy after a long battle.
7. The mice destroyed thousands of bushels of wheat.
8. The lion pursued the deer.
9. Today I saw a squirrel.
10. My friend granted me a favor.

45. A Class Project

Be ready to discuss in class topic sentences suitable for one of the subjects from the following list.

Prepare an outline for a paragraph on one of these topic sentences. You may need to ask questions about the topic, or to look for material in books. Perhaps you live near the place that you are going to talk about. If so, you may find it helpful to observe it more closely than you ever have done before.

| | |
|-----------------------|---------------------------|
| Metropolitan Museum | The Van Cortlandt Mansion |
| Fraunce's Tavern | Poe's Cottage |
| The Jumel Mansion | The Brooklyn Navy Yard |
| Fort George | Fort Wadsworth |
| Bronx Park | Bowne House (Flushing) |
| Governor's Island | Moore House (Newtown) |
| The Statue of Liberty | Central Park |

WRITTEN EXERCISE

Write a letter to someone who does not live in the city of New York. Pretend that you have just visited one of these places of interest, and include in your letter a paragraph about it.



46. Telling a Story from Pictures

1. Suggest a title for the story which the pictures tell.
2. Tell the story as the mother would have told it to the children's father.
3. Tell the story as each of the children might have told it.

4. Divide the class into teams to dramatize this story. Let each team select two children to take the parts of the actors in the story. They will then give the conversation which led up to the exciting point. Let the class decide which pair gave the best dramatization.

47. The Game of "Today and Yesterday"

The first player makes a sentence using any of the words in the first two columns below, for example, "I *see* a house." The second player answers, "I *saw* a house yesterday." Then the second player chooses a word and makes a sentence, for example, "I *come* to school," and the third player says, "I *came* to school yesterday."

| <i>Today</i> | | <i>Yesterday</i> | |
|--------------|-------|------------------|---------|
| see | blow | sang | began |
| catch | sing | blew | did |
| bring | ride | caught | brought |
| begin | hear | drove | heard |
| do | throw | rode | swam |
| drive | swim | threw | taught |
| teach | come | saw | came |
| hurt | buy | hurt | bought |

In the third and fourth columns you will find the words to use in telling what you did yesterday.

48. Using Synonyms

In giving descriptions or in telling stories, it is useful to have a large store of words. From the list below

select all the words which you would use in talking about the following incidents. Make a list of the synonyms for the words you have selected. (See pages 135 and 264.)

1. A boy has just received a new pair of skates.
2. A girl is alone in a strange house at night.
3. A man has just lost his pocketbook.

| | | |
|----------|-----------|-----------|
| happy | want | anger |
| hurry | grateful | crowd |
| agreed | hidden | meant |
| answered | terrified | told |
| bought | quickly | ask |
| suffer | believe | allow |
| help | minute | wonderful |

WRITTEN EXERCISE

Write one of the stories using six of the words in the list above. Rewrite the story using the synonyms for the words you have chosen.

49. Using Antonyms

The following descriptions will give you practice in using antonyms.

I. By substituting a word from the following list for each of the words in *italics*, make Tom *win* the race.

THE RACE

When the whistle sounded, Tom was the *last* one to start. All the boys were *ahead* of him. Through the whole race he was the *slowest* runner. The distance to the goal seemed to

grow *longer* and *longer*. His pace was *uneven* and *unsteady*. The road seemed *rough* and *difficult*. He was *tired* and *worn* when the race was half over. At the end of the first ten minutes the goal seemed very *far*. His heart *sank* as he saw *everyone* else in front of him. Tom had *lost* the race.

| | | |
|---------|-----------|--------|
| rose | steady | no one |
| near | even | fresh |
| fastest | shorter | easy |
| won | behind | smooth |
| first | unwearied | |

II. By substituting one of the words below for each of the words in italics, make Jane *sad* instead of *glad*.

JANE FELT GLAD

When Jane woke up and saw that it was a *bright* day, she felt very *happy*. She dressed *quickly* and *raced gaily* downstairs. This was the day of the picnic. How could she help feeling *cheerful* at the thought of such *pleasure*?

| | | |
|----------|-----------|----------------|
| walked | miserable | disappointment |
| wretched | slowly | sorrowfully |
| | sad | |

III. Write original sentences using the following pairs of antonyms:

| | |
|-----------------|---------------|
| refuse—grant | depart—arrive |
| daring—cautious | forbid—permit |
| forget—remember | succeed—fail |
| avoid—seek | cruel—kind |

50. Using Descriptive Words

My *jolly* comrade remained in the room.

Pershing is a *famous* general.

The word *jolly* tells something about *comrade*. We say that *jolly* describes *comrade*, *famous* describes *general*.

I. What persons, places, or things may the following words describe? For instance, we may say *a rapid river*.

| | | |
|-----------|----------|-----------|
| rapid | beloved | cautious |
| gallant | national | anxious |
| noble | stern | daily |
| clever | quick | important |
| brisk | sober | weary |
| shrewd | bitter | pitiful |
| dangerous | prompt | helpless |
| sturdy | foolish | wretched |

II. Select descriptive words from the list above that may be used with the following words, as, *a brisk walk*.

| | | | |
|---------|---------|-----------|------------|
| answer | stride | resource | journey |
| quarrel | comrade | support | anger |
| temper | victory | outcome | rage |
| soil | army | condition | caution |
| stroke | rebel | reason | assistance |

III. Make a sentence using both words, as, "We took a brisk walk in the country."

51. Giving Directions

CAN YOU TELL ME?

"Pardon me. Can you tell me how to go to the post office?"

"Certainly. Walk straight down this street until you come to the school building. Then turn to the right and go one block."

"Thank you."

"You're welcome."

When you are giving directions, it is important to remember two things: "Be clear" and "Be courteous."

Do you think the directions in the conversation above are clear? It is a good thing to make directions as brief as possible, so as not to confuse the person who is listening.

What expressions in the conversation show that the speakers are courteous? When a stranger asks you a question, listen politely and give the information as if you were glad to help him.

EXERCISE

I. Let one pupil pretend that he is a stranger, and let another pupil direct him to some of these places:

To a railroad station

To a park

To the nearest post office

To Ellis Island

To the Museum of Art

To a police station

To the Board of Health

To a certain hotel

To Grant's Tomb

To Columbia University

| | |
|---|------------------------|
| To the Custom House | To Wall Street |
| To the Library | To Columbus Circle |
| To the City Hall | To the Brooklyn Bridge |
| To a department store | To a hospital |
| To the Bronx Zoo (or to some other Zoo) | |
| To the Museum of Natural History | |
| To the Street Cleaning Department | |

II. Imagine that a friend of yours is planning to visit you. It is impossible for you to meet him at the station. Write a letter telling him how to go from the Pennsylvania Railroad Station (or from some other railroad station) to your house.

52. Making Sentences

I. Make sentences by filling in the blanks with words which will make sense.

1. comes from idleness.
2. better than wealth.
3. the mother of invention.
4. is better than gold.
5. two to make a quarrel.
6. wins the race.
7. is worth one hundred promises.
8. speak louder than words.

II. Make a sentence of each of the following groups of words by completing the proverb.

1. Little by little
2. A stitch in time

3. Birds of a feather
4. A small unkindness
5. A penny saved
6. Time lost
7. Many hands
8. The early bird
9. The more haste
10. If you can't help
11. Time passes like
12. Fine feathers
13. Save the pennies and
14. Sooner or later the truth

53. Using Negatives

Review the lesson on negative sentences on page 18. How many negatives may you use in one sentence? Name three words that may be used as negatives.

I. Change the following positive statements to negative statements:

1. You have the right to blame me.
2. I am prepared for a journey.
3. The old soldier succeeded in being repaid for the trouble he took.
4. We are very grateful for the return of our dog.
5. Fred has permission to purchase candy.
6. Did the lady conceal the princess?
7. This is a very dangerous place.
8. There are some travelers wearily walking toward us.
9. These are the riches found in the garden.
10. One of us must prepare to seize the rope.

11. I insist upon singing a song.
12. We received a reward from the elderly gentleman.
13. Proceed toward the railroad with caution.
14. The poor man paid his debts.
15. I was able to help everybody in trouble.

II. Answer the following questions, using negative statements:

1. Who was chasing you in the game?
2. Did you prevent a neighbor from doing his work?
3. Do you usually eat two apples for breakfast?
4. Have you ever arrived late at a party?
5. Did you rejoice at the victory of our team?
6. When did you retreat from an enemy?
7. Have you ever intended to make a journey anywhere?
8. Do you owe anyone money?
9. Can you spare a part of your lunch?
10. Are you unkind to anyone?

54. Using Proverbs in Stories

Use one of the following proverbs as the beginning or the end sentence of a story or incident:

1. Fine feathers do not make fine birds.
2. Time passes like the wind.
3. It is less pain to learn in youth than to be ignorant in old age.
4. One enemy is too much for a man, and a hundred friends are too few.
5. Laziness travels so slowly, poverty soon overtakes him.

Think of a story, or make up one which you think would be suitable to illustrate any of the proverbs in this lesson. If you can't think of a good story of your own, perhaps one of the following outlines of stories will help you.

1. The Baldwin family wants to give the children every advantage, but Frances, the youngest daughter, does not like to take piano lessons. One day the colored maid asks Frances to read a letter which she has received. The maid says that when she was a child, she did not like to go to school. Now she is ashamed to say that she has never learned to read.

2. Frank Jones thinks it smart to tease Martin Eton because Martin is so much smaller than he. The boys go to an outing, and Frank finds that he has lost his fare home. He tries to borrow a nickel.

3. Evelyn Marston is a well-dressed girl who does not like to be seen with Jennie Anders, whose mother cannot afford beautiful clothes for her daughter. Evelyn is sick and has to stay away from school for a whole week. Jennie is the only girl in her class who visits her during her illness.

4. The class is preparing for a play to be given in the school assembly. Tommy puts off studying his part until the day before the final rehearsal. Tommy's aunt comes to visit, and Tommy has no time to study his part.

55. Changing Sentences

- | | | |
|---|---|-------------------|
| 1. The captain <i>organizes</i> a scout troop | { | very often. |
| | | occasionally. |
| | | sometimes. |
| | | when he has time. |

2. The captain *is organizing* a scout troop
- | | |
|---|--------------------------|
| { | now. |
| | at this moment. |
| | at this instant. |
| | at the time of speaking. |

In sentence 1, the captain organizes a team at any time, but he may not be doing it now, while I am speaking.

In sentence 2, the captain is organizing a team now at this moment, while I am speaking.

EXERCISE

I. Change each sentence below to show action taking place at the time of speaking. Thus,

The soldier *rushes* into the room.

The soldier *is rushing* into the room.

1. My serious friend tells me gloomy tales.
2. My jolly comrade entertains me with funny tales.
3. We protest against the reading of that paper.
4. The prosperity of the city tempts the farmer to leave the farm.
5. The resources of our country have become the envy of European nations.
6. For this deed, we require clever but sturdy troops.
7. We always regret hasty conduct.
8. Robin Hood entertained the sheriff of Nottingham.
9. King Richard visited Sherwood.
10. Robin Hood enjoyed the company of Little John.
11. The soldiers made Robin Hood a prisoner.
12. Robin Hood demanded justice for the poor.

II. Change each sentence in Exercise I to express past time. Thus,

The soldier *rushes* into the room.

The soldier *rushed* into the room.

III. Change each sentence in Exercise I to show action continuing during the past time. Thus,

The soldier *was rushing* into the room.

56. Study of a Poem

A TRAGIC STORY

There lived a sage in days of yore,
And he a handsome pigtail wore;
But wondered much and sorrowed more
Because it hung behind him.

He mused upon this curious case,
And swore he'd change the pigtail's place
And have it hanging at his face,
Not dangling there behind him.

Said he, "The mystery I've found—
I'll turn me round."
He turned him round;
But still it hung behind him.

Then round and round, and out and in,
All day the puzzled sage did spin;
In vain—it mattered not a pin—
The pigtail hung behind him.

And right, and left, and round about,
And up, and down, and in, and out,
He turned, but still the pigtail stout
Hung steadily behind him.



And though his efforts never slack,
And though he twist and twirl and tack
Alas! still faithful to his back
The pigtail hangs behind him.

WILLIAM MAKEPEACE THACKERAY

What is a sage? Do you think this man was really one?

In what country do you think the sage lived? Why?
Do these people wear pigtails now?

What picture have you in your mind as you read the poem?

Why do you think the author wrote this poem?

Select the words that rhyme in each stanza. Copy the poem, making sure that your spelling and punctuation are correct.

57. Correct Use of *Them*

Remember that the words

this

these

that

those

are used before the names of persons, places, and things. For example, we should always say,

this book

these books

that book

those books

Them is never used before the name of anything.

EXERCISE

Fill the blank spaces in the following sentences with the right word, *these* or *them*:

1. How do you like — flowers?
2. I like — very much.
3. — examples are wrong.
4. Can you do — problems?
5. I know — stories. I have read — many times.
6. — apples are juicy.
7. All — flowers are pretty.
8. How many of — pencils belong to you?

9. I have broken two of —.
10. Won't you lend me one of — books?
11. I like — roses better than those pinks.

58. Completing a Story

Each of these stories stops at an exciting place. Choose one of these beginnings and tell the rest of the story. Make an outline for your story before you begin. Perhaps you can use synonyms and antonyms in telling your story.

1. For a long time Jack had wanted a bicycle like his cousin Frank's. His father said that he was not old enough to own a bicycle. When Frank came to visit them in the country that summer, Jack learned to ride.

One night Jack's little sister was very sick. His father tried to telephone to the doctor, but the telephone was out of order. Without a word, Jack ran to the porch, pulled out Frank's wheel, and started off.

2. Once upon a time a brother and sister were sent out in search of a wonderful wishing ring. A cruel fairy had told them that they could never return to their home until they found the ring. After many weary days they came to a great gloomy castle. The heavy gate was locked. Outside the gate hung a silver horn. The night was dark and stormy, and the boy determined that they must find shelter in the castle. Against his sister's advice, he took down the horn and blew long and loud. There was a sudden crash.

3. Ellen had been told to come directly home from school. Just before she reached the house, she saw a crowd of chil-

dren gathered around a man with an organ and a monkey. The monkey was so clever that Ellen stopped to watch him. In a few minutes the man moved on, Ellen following with the rest. They walked a long way. Suddenly Ellen looked around her. It was growing dark. She was in a strange part of the town.

59. Writing a Letter

Select the best expressions you know to thank a person for a gift. Pretend that you have just received a gift. Write a letter of thanks for it.

Be sure that

1. Your letter form is correct.
2. You have a good *thanking* sentence.
3. You make the giver feel that you like the gift.

60. The Game: "What Has He Done?"

The game is played with the lists of words and the answers given below. The teacher gives out a word, as *bird*. The pupil must choose from the answers a sentence telling something about a bird. For instance, he may say, "The bird has flown," or "The hunter has shot the bird."

WORDS TO BE GIVEN OUT

| | | |
|--------------|-------------|----------------|
| a new dress | the song | the homework |
| a good deed | the bed | the alarm |
| Lindbergh | the kite | the fire bells |
| the curtains | the picture | the ditty |
| a sofa | the problem | the costume |

ANSWERS

| | | |
|---------------------|-----------------------|--------------------|
| . . . has worn it. | . . . has done it. | . . . has sung it. |
| . . . has flown. | . . . has lain in it. | . . . has sunk it. |
| . . . has drawn it. | . . . has rung it. | . . . has hung it. |

61. Using Quotations

THE BRAVE MAN

Mr. Smith, who had traveled in Africa, told his friends that he had once made fifty Arabs run. All who heard the story said that it was impossible.

"It is true," insisted the traveler.

"How could you do such a thing?" asked one of his friends.

"It was very easy," answered Mr. Smith. "I ran and they ran after me."

In the story above find two indirect quotations and three direct quotations.

Change each indirect quotation to a direct quotation.

WRITTEN EXERCISE

Write from dictation the story of "The Brave Man."

62. Some Time in the Past

It is correct to say:

- | | |
|-------------------------------------|--|
| 1. I <i>draw</i> very well. | 6. Last week I <i>drew</i> a picture. |
| 2. Today women <i>wear</i> hats. | 7. In olden days they <i>wore</i> bonnets. |
| 3. Birds <i>fly</i> . | 8. They <i>flew</i> from house to house. |
| 4. The child <i>lies</i> down. | 9. She <i>lay</i> down yesterday. |
| 5. We <i>do</i> our work every day. | 10. We <i>did</i> no work on New Year's Day. |

EXERCISES

Use the correct form of the word in parentheses:

1. After the game we all (*lie*) down to sleep.
2. Who made the best score? We (*do*).
3. What a beautiful dress Mary (*wear*) last Sunday.
4. My father needed money and (*draw*) it from the bank.
5. We were in a hurry and our car (*fly*) along the road.
6. Are you doing your lesson? No, we (*do*) it yesterday.
7. At the football game last season we all (*wear*) sweaters.
8. The girl who (*draw*) the best picture received a prize.
9. After the day's work, the horse (*lie*) down in the stable.
10. Lindbergh (*fly*) from our country to Paris.

63. Writing a Paragraph

You have learned that one way to expand a topic sentence into a paragraph is to give several details about a general statement. The following paragraph will show you another method of expanding, or developing, a topic sentence.

When the white men first came to this country, the Indians were very curious about them. They peered out of the underbrush in amazement at Henry Hudson and his crew as they sailed up the Hudson River. When they saw no signs of danger, they paddled their canoes nearer the "great white bird," as they called the ship, and at last were persuaded to come aboard, where they exchanged fur, tobacco, grapes, and pumpkins for strange colored beads and queer knives. Finally, an old chief invited Henry Hudson to go ashore. After a fine feast of wild pigeons and dog meat, Hudson arose

to go back to the *Half Moon*, but the Indians wanted him to remain. They had not learned all they wished to know about the white strangers. When Hudson refused, they thought he must be afraid. Suddenly a young warrior arose, gathered all the arrows in the tent, and breaking them into pieces, threw them into the fire, to show the strange visitors that they had nothing to fear.

In this paragraph you will find that the first sentence is the topic sentence. The rest of the paragraph gives an example, or incident, which illustrates the topic sentence. In this paragraph the account of the Indians and Henry Hudson is given as an illustration of the Indians' curiosity about white men. The same paragraph might have been developed by an illustration about the Pilgrims and the Indians, or about one of the Spanish explorers and the Indians.

WRITTEN EXERCISE

Write a paragraph that expands one of the following topic sentences, using an incident as an illustration.

1. The early settlers suffered many hardships.

(Your paragraph may tell an incident, which shows some of these hardships in one of the early colonies.)

2. The best way to learn to do a thing is to try, even if you fail the first time.

(Tell about your first failure in doing something.)

3. In the summer we have many delightful picnics.

(Describe one picnic which illustrates how delightful all the picnics are.)

64. "What Have They Done?"

Choose words from the lists to fill the blanks in these sentences. The words in the first two columns may be used to fill the first blank in each sentence. The words in the third and fourth columns may be used for the second blank in each sentence.

| | | | |
|-------------|---------------|--------|---------|
| the thief | the wind | stolen | lain |
| the boy | the girl | begun | ridden |
| the baby | Jack Frost | blown | frozen |
| the man | the policeman | hurt | sprung |
| the teacher | the book | taught | learned |

1. ——— has ——— the jewels.
2. ——— has ——— in the cradle.
3. ——— has ——— the leaves away.
4. ——— has ——— her hand.
5. ——— has ——— the lake.
6. ——— has ——— to cry.
7. ——— has ——— to his feet.
8. ——— has ——— the pony.
9. ——— has ——— us a lesson.
10. ——— has ——— on the table.
11. ——— has ——— a poem.
12. ——— has ——— the whistle.

65. Abbreviations

In writing letters, we often use short or abbreviated forms of certain words. You have learned that two of the most common abbreviations are *Mr.* and *Mrs*

Sometimes other abbreviations or initials are used in writing a person's name. Abraham Lincoln sometimes signed documents "A. Lincoln." George Washington used to write his name "Geo. Washington."

For what names do the following abbreviations stand?

| | | | |
|-------|-------|------|-------|
| Jas. | Wm. | Geo. | Robt. |
| Thos. | Chas. | Edw. | Phil. |

Abbreviations are often used in writing the heading of letters and the address on the envelope. Learn the following abbreviations. You will notice that each one begins with a capital and ends with a period.

| | | | | | |
|---------------------|------|-------------|----------|---------|-----|
| Street | St. | Post Office | P. O. | County | Co. |
| Avenue | Ave. | New York | N. Y. | Company | Co. |
| Rural Free Delivery | | | R. F. D. | | |

For abbreviations of the names of the states and months of the year, see pages 272 and 273.

66. Giving Reasons

There are many reasons why the people in Europe did not discover America before 1492. Perhaps the most important reason is that they were sure that the earth was flat. Not until some great geographers began to doubt whether the earth was flat, were the people of Europe ready to look for adventure in the West. Then again, people were ignorant and afraid of the unknown. There were some geographers who said that the west was full of monsters fifty feet high who walked with their heads under their arms. Of course neither

they nor anyone else had ever seen such monsters, but five hundred years ago people made wild statements and others believed them. Today we wouldn't believe any statement of this kind unless the person making it could prove that he was telling the truth.

How many reasons are stated for the late discovery of America?

EXERCISE

Below you will find some statements based on history. Take either side of a question and give two or three reasons to support your opinion.

1. The English treated the Indians very kindly.
2. The Spaniards were good colonists.
3. The English should not have taken New Amsterdam from the Dutch.
4. Our country should have been named in honor of Columbus.
5. The capital of our country ought to be in the Middle West.
6. Girls are as good athletes as boys.
7. Every boy should be a Boy Scout.
8. The person best fitted to be captain of our team is _____.
9. The classmate most likely to be successful is _____.
10. The greatest living hero is _____.

WRITTEN EXERCISE

Select the subject which you like best and write a paragraph giving two or three reasons for your opinion.

Do not use *and* and so too often to connect your sentences. Use instead such words as; *hence, since, because, while, moreover, in addition.*

Third Review

I. Choose the correct form of the word in the parentheses in each of the following sentences:

1. I doubt whether a cat can be (*teach*) to swim.
2. The frightened child insisted that she (*hear*) a noise after you locked the door.
3. When my uncle arrived home from Europe, he (*bring*) me several gifts.
4. After the girl (*sing*) we clapped loudly.
5. The birds sitting on the fence all (*fly*) away when the dog pursued the cat.
6. I have often (*hear*) of people who were successful in business.
7. Perhaps you have never (*lie*) in a tent on a windy night?

II. Choose the correct expression in each of the following sentences:

1. Have you ever repaid (*them, those*) kind people who advanced you the money for your journey?
2. She (*don't, doesn't*) dread the time when she will be old.
3. There (*is, are*) no more pitiful person than he who is always afraid.
4. We are grateful for the help (*which, what*) you gave our friend.
5. For (*who, whom*) is this beautiful picture intended?
6. I meant it for anyone (*who, whom*) wanted it.

7. Of the two I am the (*most rapid, more rapid*) writer.
8. The (*most, more*) amusing scene is in the fourth act.
9. Many people (*arrive, arrived*) by this train.
10. We (*rejoice, rejoices*) at your success.
11. Some one (*hasten, hastens*) into the school room.
12. All the ships (*was, were*) destroyed.

III. Rewrite the following paragraph using capitals and punctuation marks where they belong.

Have you ever asked for a raise in salary if you have not, there is something coming to you in the way of a brand new feeling I mean the feeling you have in talking to the boss it is not exactly like sea-sickness it is not exactly like dropping ten stories in an elevator, yet it is something like each of these walking into a dentists chair with a tooth aching to be pulled is nearly like it although it is slightly different the boss is the one who has the pain and you do the pulling

IV. Change the following sentences to express continuing action. Thus,

- a. The cows came home.
 - b. The cows were coming home.
1. Mother prepared a hasty meal.
 2. The players advance slowly toward each other.
 3. I grant you permission to relate your story.
 4. These kind people extend a cordial invitation to you to stay over night.
 5. The cook stated her reasons for having no supper.
 6. However the old lady insisted that we eat what was left from lunch.
 7. When the owner came, I told him the story.

8. At ten o'clock we prepared to go to bed.
9. We all rejoiced that we had shelter for the night.
10. Each of us dreaded to go out into the storm.

V. Write sentences using abbreviations for the following expressions:

| | | |
|---------|-------------|--------|
| Mister | Post Office | Avenue |
| Company | | Street |

VI. Write one stanza of poetry that you have learned this term.

VII. Write a letter to your teacher giving an excuse for one of the following:

1. Coming late
2. Being absent
3. Failing to bring in home work
4. Failing to do something which the teacher told you to do

VIII. Use any of the proverbs which you have learned this term for a topic sentence for a paragraph. If you don't remember a proverb, find one in this book.

IX. Construct sentences using each of the following antonyms. Thus,

My ruler is *long*.
My pencil is *short*.

| | | | |
|--------|---------|-------|-------|
| arrive | fail | kind | seek |
| depart | succeed | cruel | avoid |

67. Varying Sentences

I. Change the following sentences to express action that is going on now.

1. The army advances toward the enemy.
2. I permit the soldier to pass.
3. The general extended an invitation to all of us.
4. Someone rejoices in your success.
5. In a rage, he forced his way into the room.
6. I command you to relate your story.
7. Did you assist your brother?
8. The miserable beggar pretended to go on a journey.
9. My mother requests the return of her sugar bowl.
10. We stated our business.

II. Each of the following sentences expresses action which is continuing at the time of speaking. Change each sentence to express action that takes place at any present time. Thus,

We are working hard this week.

We work hard usually.

1. We are hurrying to the baseball game.
2. I am commanding you to be present.
3. My brother is concealing himself in the closet.
4. You are repaying me for everything.
5. We are arriving just on time.
6. Why are you scattering those ashes?
7. The teacher is insisting on neat papers.
8. Are you preparing for the examination?

68. Telling an Anecdote

An anecdote is a brief story. You will find many anecdotes in the papers, in magazines, and in books about the lives of great men.

In telling an anecdote, it is important to have a good beginning sentence. What should the first sentence of any story tell? It is also important to have a good ending. You will find that the best anecdotes end just as soon as the story ends.

Read the following anecdote, which is taken from *The Stars and Stripes*, the newspaper of the American Expeditionary Forces. Does the first sentence answer the questions, *Who*, *When*, and *Where*? Do you think the last sentence is important?

A LEADER OF MEN

Not long ago the taking of a part of a deadly forest near the Marne was left to a Yankee platoon. The waiting enemy machine guns were so placed that many of the platoon expected either to be wounded or to be killed outright.

The platoon leader—and to our minds there is no higher or more honorable position in all the A. E. F. than that of platoon leader—had grown so fond of the jolly, generous, uncomplaining men under him that, when it came time to order the advance, his lips would not utter the word. That advance never was ordered. But it was made.

"Boys," the young lieutenant called out, "I'm going over there. Anyone who wants to come along is welcome."

He went over the top. And no man in that platoon stayed behind.

EXERCISE

I. Tell the story of the platoon leader.

II. In your textbooks, in magazines or papers, or in the library, find an interesting anecdote. Be ready to tell it to the class. Here are some suggestions that may help you to find an anecdote. Your teacher will tell you where to find some of these stories.

Lincoln and the Little Girl's Trunk

Lincoln and the Borrowed Book

Washington at Valley Forge

King Cophetus and the Beggar Maid

The Bell of Atri (Longfellow's poem)

King Alfred and the Cakes

Inchcape Rock (Southey's poem)

Paul Revere's Ride (Longfellow's poem)

Stories about Columbus, De Soto, Captain John Smith, John Paul Jones, Nathan Hale, Benjamin Franklin, Daniel Boone, Robert Fulton

Stories about early days in your own city

III. Write from dictation one of the paragraphs in the preceding story. Look at your punctuation carefully to see that it is correct.

IV. Write a short anecdote which you remember reading or hearing. Be sure you have,

1. A good beginning sentence.
2. A good ending sentence.
3. Interesting conversation.



69. Study of a Poem

ALADDIN

When I was a beggarly boy,
And lived in a cellar damp,
I had not a friend nor a toy,
But I had Aladdin's lamp;
When I could not sleep for cold,
I had fire enough in my brain,
And builded, with roofs of gold,
My beautiful castles in Spain!

Since then I have toiled day and night,
I have money and power good store,
But I'd give all my lamps of silver bright,
For the one that is mine no more;
Take, Fortune, whatever you choose,
You gave, and may snatch again;
I have nothing 'twould pain me to lose,
For I own no more castles in Spain!

JAMES RUSSELL LOWELL

Aladdin, you remember, was a poor boy who owned a wonderful lamp. When he rubbed it, a genie appeared who made all the boy's wishes come true. Did the boy in this poem have a real lamp like Aladdin's? What do you think the poet means by Aladdin's lamp? What do we mean by "castles in Spain"?

In the second stanza the boy has become a man. What has happened to him? How did he get his money? Are the lamps in this stanza real lamps? Why is the man less happy than he was as a boy? What has he gained? What has he lost?

ORAL EXERCISE

I. Be ready to tell the class about one of your "castles in Spain." It may be something you plan to do when you grow up, or some wonderful place you plan to visit, or a beautiful thing you wish to own.

II. Learn the poem. Be able to recite it or write it from memory.

70. The Game: "He Should Not Have Said It"

Two teams compete with each other to see which can receive the higher score. Each team selects a captain who does the questioning. Each team selects someone who hides a book. The captain of the opposite team then says, "I accuse you (naming the person) of hiding the book." The pupil accused must answer, "You shouldn't have said that." The captain asks,

"Why not?" The pupil answers, "Because I didn't do anything of the kind." A false accusation by the captain counts one point against his team. A right accusation counts one point. An answer given in wrong words counts one point for the opposite team.

71. Letter of Excuse

206 West Broadway
New York, N. Y.
March 10, 1930

My dear Miss Peters,

Please excuse me for failing to bring in my home work to-day. I was sick yesterday and went to bed as soon as I came home from school. I shall bring in my home work tomorrow.

Respectfully yours,
Alvin Brown

Read Alvin Brown's letter of excuse. What does he tell us in each sentence?

Think of another way of beginning his letter. For instance, he might have said, "Will you kindly excuse me." After you have heard four or five different ways of beginning, you may select the one which you like best. Think of another reason for his failure to do the home work. Make an excuse in three sentences for one of the following:

1. Coming late
2. Not covering your books
3. Coming to school without your book
4. Not knowing a poem

WRITTEN EXERCISE

Try to remember the best excuse which was given in the class. Write a letter to your teacher asking her to excuse you for tardiness, or for failure to do your home work.

72. Writing a Paragraph

Read the following paragraph carefully. Which sentence tells what the writer is going to talk about? What do we call a sentence that does this?

In making a fire without matches, it is most important to choose the best kind of wood. By this I mean wood that is not too soft, too wet, too oily, or too gummy. The wood must be soft enough to wear away or it will not produce any punk, or dust. It must be hard enough to wear away slowly or there will not be enough heat to light the punk. It should be dry, sound, and brittle, and of course it should be highly inflammable. Among the woods with which I have had the best luck are red and white cedar, larch, cypress, and cottonwood. Perhaps the most reliable of all woods for this purpose is dry and seasoned balsam fir.

ERNEST THOMPSON SETON

Read the first sentence aloud. What words in this sentence give you a key to the subject of the paragraph?

Read the rest of the paragraph once more. You will find that it explains or defines what the writer means by the best kind of wood for making a fire without

matches. The first words in the second sentence show you that he intends to make this explanation. Show how the other sentences help in the definition of the "best kind of wood."

Explaining or defining exactly what is meant by the topic sentence is a good way to develop a paragraph.

EXERCISE

Write a paragraph, using one of the following topic sentences. In your paragraph explain or define the words in italics.

1. In building a boat, it is most important to use *the proper kind of wood*.

2. In sewing, it is important to have *the right kind of needle and thread*.

3. In doing any kind of carpenter work, it is important to have *the proper tools*.

4. The best kind of fountain-pen is *a self-filler*.

5. It is easy to have hot cocoa or soup for a picnic lunch if one has *a thermos bottle*.

6. In collecting stamps, a boy should try to get *those which are most valuable*.

7. When I read a book, I like one which tells *an exciting story*.

73. Troublesome Words

I. Be sure to pronounce these words correctly. The *a* is pronounced like the *o* in *stop* and *odd*.

was

want

watch

what

wash

wasp

II. Learn to pronounce these troublesome words:

| | |
|-----------|---|
| often | The <i>t</i> is not pronounced. |
| February | Note the <i>r</i> after <i>b</i> . |
| picture | The first syllable is pronounced like <i>pick</i> . |
| chimney | The word has only two syllables. Be sure to sound the <i>n</i> . |
| umpire | The first syllable is <i>um</i> . It rhymes with <i>sum</i> . |
| gone | The sound of <i>o</i> in this word is like the <i>o</i> in <i>stop</i> and <i>odd</i> . |
| geography | Pronounce this word in four syllables. |
| champion | Pronounce this word in three syllables. |

III. Read these sentences aloud:

1. February is the second month in the year.
2. What picture was that on the wall?
3. He has gone to wash his hands.
4. They wanted the umpire to decide in their favor.
5. We used to watch the chimney for Santa Claus.
6. February is often a very cold month.
7. We study geography in our class.
8. I am the champion writer in my class.

IV. Write original sentences containing as many as possible of the words in the list above. Read the sentences aloud in class.

74. Stating your Opinion

WHY I LIKE CAMP

About the best way for a boy to spend a vacation is to go to a good camp. Away from the streets of the city, he

doesn't have to worry about traffic, or breaking store keepers' windows while playing baseball. Everything that seems to be forbidden in the city is encouraged at camp. He may lie down under a tree, or take a swim, or take his shirt off whenever he pleases. There is no policeman to chase him.



Ewing Galloway

Then too, he makes friends at camp. Good fellows all seem to go to the same camp he does. It isn't much fun to spend a whole summer at a hotel and dress in your best clothes every day.

How many reasons does the writer of this composition give for liking camp?

What reasons would you give for liking or disliking camp?

EXERCISE

Give your opinion about one of the following topics:
You must be sure

- a. To state clearly what your opinion is.
 - b. To think of at least two reasons for your opinion.
1. Are camps for girls as good as camps for boys?
 2. Do girls' camps benefit girls?
 3. Are private schools better than public schools?
 4. Should all girls learn to play some musical instrument?
 5. Should all children go through high school?
 6. Are two short vacations better than one long vacation?

WRITTEN EXERCISE

Write a paragraph giving your opinion about any subject which you may select.

75. Study of a Poem

RAIN IN SUMMER

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!
How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!

Across the window-pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

From the neighboring school
Come the boys,
With more than their wonted noise and commotion,

And down the wet streets
Sail their mimic fleets,
Till the treacherous pool
Ingulfs them in its whirling
And turbulent ocean

In the country, on every side,
Where far and wide,
Like a leopard's tawny and spotted hide,
Stretches the plain,
To the dry grass and the drier grain
How welcome is the rain!

HENRY WADSWORTH LONGFELLOW

Read this poem aloud.

Why is the street called "fiery"?

What sounds does the rain make?

What do the boys do in the rain?

Why is the rain welcome in the country?

Copy two stanzas of "Rain in Summer."

76. Capitals and Punctuation

I. Review the rules for using capitals (page 269).

Write sentences illustrating the use of capitals in each of the following cases:

1. A proper name
2. The beginning of a direct quotation.
3. The name of a month
4. The name of a day
5. The name of a holiday
6. The first word of a sentence
7. The name of a city
8. A line of poetry
9. A word made from a proper name

II. Copy the following description, putting in all other necessary marks of punctuation. Remember to begin every sentence with a capital.

THE NEWFOUNDLAND DOG

nobody who has ever been the master of a huge, good-natured, silent Newfoundland dog can bear to have a little, fretful, yapping creature as a daily companion the Newfoundland is large and awkward he wabbles along in a very ungraceful manner he will probably never think of moving for visitors if he takes a fancy to stretch his great body on your doorstep he is so strong that the most timid woman would feel quite safe in his care he is usually so silent that one growl from him rouses the soundest sleeper to a sense of danger he has webbed feet and can swim like a duck in many cases he is almost as good as a lifeboat.

77. An Excuse for Absence

321 North Broadway
New York, N. Y.
October 2, 1930

My dear Miss Anderson,

Kindly excuse me for being absent from school yesterday. I had such a severe cold that Mother thought I had better stay in bed all day.

Your pupil,
Margaret Blair

What does Margaret say in her first sentence?

What does she say in the second sentence?

What other good excuse can you think of for being absent from school?

With what other expression could you begin a letter of excuse?

In making an excuse for absence you must be sure to

1. Ask that you be excused
2. Give a good reason for your absence

How would you excuse your absence in the following instances?

1. Your teacher asked you and several other members of your class to rehearse a play after school.
2. You did not attend a party given by a classmate although you were invited and you said you would go.
3. You were absent from a meeting of a club and you had promised someone to go.

78. Acting a Story

As you read this story, decide how many characters you will need to act it.

When the colonists who were going to Virginia set sail, they were given a mysterious little box, sealed with the king's seal. His instructions were that they should not open it until they reached their new home. On the voyage the colonists began to grow discontented and quarrelsome. One of their number, named John Smith, aroused their anger and jealousy. They accused him of planning to make himself king. So they kept him in chains in the hold of the ship.

After four months of sailing, they reached their new home. They sailed up a beautiful river which they called the James River. On the banks of this stream, they built their settlement and named it Jamestown. Then the men began to ask, "Where is the sealed box?" "Let us open the king's box." The box was opened and in it were found the names of the seven councillors, the men who were to govern the colony. Among them was the name of John Smith, who was still in chains. He demanded a trial, proved his innocence, and was made one of the councillors.

How many scenes will you need for your play?

In the scene on shipboard, what charges will the colonists make against John Smith? Make up several speeches which they may use. They then vote to imprison John Smith for the rest of the voyage.

Decide what the colonists will say to each other when John Smith's name is found in the box. Make up a speech of defense for John Smith.

79. A Class Discussion

The following story tells of a little Eskimo boy. Was his new home really as beautiful as the old one? Why was he unhappy? What did *home* mean to him? What does it mean to you?

WHAT IS HOME?

An Eskimo boy lived in a northern country. Everywhere, as far as he could see, there were ice and snow. Through the long northern winters he never saw the sun. There he lived in a dark, frozen world in a low hut made of blocks of ice. Not a very warm or cheerful life for a boy, was it?

One season some American sailors found their way through the icy waters to his home and persuaded him to come with them to the United States. There he saw grass and trees and flowers. He rode in trains and automobiles. He saw crowded streets, shops full of beautiful things, and moving pictures. But he was not happy. He wanted to go back to his ice fields.

At last he begged to be taken home. All the way he kept asking the sailors of the whaling vessel, "Do you see the ice?" When he caught the first glimpse of the great ice fields, he was happy once more. He was at home.

Be prepared to tell one of the following stories to the class. Where will you find your material?

EXERCISE

1. A child from America is taken to Russia.
2. A child in 1930 dreams that he is living in 1830.
3. A child from Nebraska is taken to New York City.
4. A child from China is taken to New York City.
5. A child in 1930 dreams that he is living in 2030.

FINAL REVIEW AND TEST

I. In each of the following sentences choose the correct word:

1. If he (*don't, doesn't*) come soon, I shall (*lie, lay*) down and go to sleep.

2. (*These, them*) people talk too (*loud, loudly*).

3. I have seen (*them, those*) books (*laying, lying*) on the table all day.

4. Why (*don't, doesn't*) she take them away (*quick, quickly*)?

5. There (*don't, doesn't*) seem to be anything left for you and (*I, me*).

II. Rewrite the following sentences so as to change each indirect quotation to a direct quotation:

1. My uncle said that he had a rather busy morning.

2. Jane asked him whether he had made any sales.

3. He answered that business was not very good.

4. She next inquired what had made him so busy.

5. Her uncle explained that he had put the store in order.

III. In the following sentences use contractions wherever possible:

1. I did not see you because you would not come in.

2. This is not the first time that you have written that.

3. We are proud to know that he is our friend.

4. She is not the one whom we are expecting.

5. Can you not see that the coat does not fit?

IV. Rewrite the following beginnings for letters, using abbreviations:

1. 100' Main Avenue
Chicago, Illinois
October 5, 1930

Robert G. Smith and Company
14 South Street
Boston
Massachusetts

2. 55 West Street
Baltimore, Maryland
January 5, 1930

Reverend Thomas Hurd
Booneville
Green County
Michigan

3. 12 Southern Road
Woodhaven, Vermont
February 1, 1930

Lieutenant Frederick Jones
Superintendent of Supplies
Central Railroad of New Jersey

V. Write the following paragraph, punctuating and using capitals wherever necessary:

john brown, an american newspaper man stationed at paris, reported that the french government had honored colonel

george smith for bravery during the great war the french gave the colonel a sword a flag and a gold medal the colonel then expressed his thanks in a few well-chosen, well-expressed compliments

VI. Write one of the following letters:

1. To your chum inviting him or her to spend a holiday with you.
2. To your teacher giving a good excuse for coming late to school.
3. To a relative thanking him for a gift.

VII. Write a paragraph on one of the following topic sentences:

1. It is easy enough to make a pushmobile (or some other thing that you know how to make) if you have the proper material.

(Explain what the proper material is.)

2. Learning to swim is simple provided you are not afraid to go into the water.

(Tell how you or someone else was afraid to go into the water.)

3. I like to see motion picture plays which are really funny.

(Tell a story about a funny motion picture play.)

VIII. Write one synonym for each of the following words:

| | | | |
|-----------|---------|-----------|---------|
| wonderful | bought | meant | consent |
| moment | believe | hasten | anger |
| answer | tell | concealed | permit |

GRADE VOCABULARY

1. Words

| | | | |
|-----------|-----------|------------|----------|
| advance | desert | intend | rejoice |
| aid | destroy | interest | rejoin |
| although | despair | journey | relate |
| anxious | distress | kindness | remember |
| arrive | doubt | meant | repaid |
| assist | dread | miserable | repeat |
| avoid | duty | oblige | request |
| beyond | exercise | outcome | retreat |
| business | extend | owe | return |
| caution | fate | permission | reward |
| cautious | feast | permit | riches |
| cling | fled | pitied | scatter |
| clung | flight | pities | seize |
| command | force | pitiful | several |
| conceal | forever | pity | spare |
| condition | grant | power | speed |
| contain | great | prepare | state |
| course | grateful | pretend | succeed |
| cruel | growth | prevent | success |
| daily | haste | purchase | surround |
| dangerous | hasten | pursue | tale |
| debt | helpless | rage | thus |
| defeat | horror | rapid | toward |
| delay | important | rapidly | treasure |
| demand | insist | reason | usual |
| describe | | | wretched |

2. Phrasings

prepared—made ready
 was sure—had no doubt—never doubted
 succeeded in—was able to
 feared the result—dreaded the outcome
 without hope—hopeless—in despair
 at once—without delay
 called for help—asked aid
 was unable to—lacked the power to—could not
 thus—in this way—in this manner
 was glad—rejoiced

3. Synonyms

| | |
|--------------------|------------------|
| hurry—hasten | anger—rage |
| ask—request—demand | help—aid—assist |
| let—permit—allow | hidden—concealed |
| quickly—rapidly | tell—relate |
| bought—purchased | meant—intended |

4. Antonyms

| | |
|-----------------|-----------------|
| permit—forbid | arrive—depart |
| succeed—fail | kind—cruel |
| seek—avoid | remember—forget |
| daring—cautious | refuse—grant |

5. For Pronunciation Drill

| | | |
|--------|---------|--------|
| avoid | cruel | return |
| course | usual | toward |
| | rejoice | |

6. Using the Grade Vocabulary

The following story contains the words and groups of words which you are expected to know in this grade. Your teacher will dictate some of the sentences from this story and will then give you directions about using the words in sentences and paragraphs of your own.

KING HENRY IV

During the Fifteenth Century, Henry the IV ruled England. He had gained his power through the support of the Percys and other nobles. The party of Henry IV had succeeded in seizing the throne from Richard II while he was absent on a journey to Ireland. Although Henry IV had banished and killed Richard II, his position was not secure. Those who had assisted him to the throne were jealous of his power, and hated the new king because he had not repaid them properly for their great assistance.

King Henry had intended to make a journey to the Holy Land which lay beyond Europe and the sea. There he meant to attack the pagans and force them to retreat from the Holy Land. If he succeeded in this mission, he thought it would wash the blood of King Richard from his guilty hands. Also in this way he would make his people forget his cruel deeds. But King Henry was unable to carry out these plans, although he had already prepared for the journey. The condition of the country prevented his going. Wars threatened the Scottish border to the north and the Welsh border to the west. A messenger hastened from the place where the battles raged to relate the tale to the king. The gallant

Hotspur Percy had destroyed the enemy, and taken a large number of prisoners. Many rejoiced at the good news. But King Henry was distressed because Hotspur stated that he would keep all prisoners, and grant none to the king until his highness gave riches to the Scots to purchase the freedom of his cousin whom the Scots had captured. This action of Hotspur was the first sign of revolt from the powerful Percys, and King Henry feared the outcome. Hotspur returned from the battle and came before the king. The king tried to exercise his power by commanding the surrender of the prisoners. This demand only angered Hotspur the more, and sent him into a rage. He insisted upon clinging to his prisoners at all costs. The king, he thought, owed him a debt for the victory he had won, and if he would not repay him by granting his request for the ransom of his cousin, Hotspur reasoned that he had no further duty to the king. Hotspur was urged on in his wrath against the king by his uncle, Worcester, who had formed a plan to desert the tyrant king. He intended without delay to turn toward the distressed foes of England in Scotland and Wales. These enraged people owed no debt to King Henry save that of revenge, and would be most anxious to join the powerful Percys against the king. At once the Percys set out to seek aid. Daily they pursued the task of winning recruits. It was a dangerous task they had set themselves. They had to be even more cautious than usual in their work, for they were plotting war within their own country. If they should win, power would be in their hands. If they should lose, they would suffer death by command of the king. Thus their fate hung on the success or failure of the venture.

In direct contrast to Hotspur who had so much force,

power and energy was Prince Hal, eldest son of King Henry. The latter appeared to be a miserable, worthless soul who spent his time with wretched thieves, drunkards, and with several jolly fellows of whom Falstaff was the leader. Prince Hal did not care for the important business of the state. He dreaded it, he fled from it, he avoided it, and sought instead to feast in the good company of Falstaff. Prince Hal took no caution to conceal his actions. The people of England knew what he did. They pitied him, and despaired of him who was one day to be their king. They pitied him because he seemed to lack the power to remember that he was the son of a king and would in the future have to exercise the power and the will of the state.

One night the rejoicing and feasting of Prince Hal was broken in upon. He had no doubt that his carefree days were gone forever. The news had come that Hotspur and the other Pereys had rebelled. The king was gathering his forces together. He ordered Prince Hal to return to the castle at once, and join those who were preparing to meet the danger. Prince Hal was obliged to say farewell to his tavern friends to whom he had clung for so long. He was grateful to them for their kindness, and for their fellowship. He promised to reward them all with treasures and fine positions when he became king. Prince Hal never doubted that the outcome would be success for himself.

Prince Hal made ready to return to the palace, while his friends scattered to their posts. After repeating his farewells to the tavern folk he went in haste to his father. He arrived at the palace and was permitted to see his father at once. The king reproved Prince Hal for his past life, and called upon him to aid England in the great crisis. Prince Hal did

not pretend to regret his deeds. He swore a vow that he would meet the rebel Hotspur, defeat him, and force him to yield to him. With the interest of the state at heart he set out on his new course.

In the meantime Hotspur and the rebel leaders had met. They rejoiced over the growth of their forces. Their plans appeared complete, and all seemed ready for the battle. Then a quarrel arose over the division of the land they hoped to conquer. Their interests were divided, and their cause weakened. Later there came a letter containing the news that one of the leaders and the forces under his command were not ready. The cause seemed hopeless, but Hotspur did not despair. He kept his courage and faith to the last. With great speed he completed his plans and gave his orders. He would march on toward the king's forces although his army was not complete. Then the news arrived that Prince Hal had left his tavern life and had rejoined the king's army. The messenger described the noble horsemanship of Prince Hal. The effect of this on Hotspur was pitiful to see. He might have been spared the humiliation of having Prince Hal, whom he scorned and defied, praised before him. But Hotspur would not admit defeat or despair.

The orders were given. The two armies advanced rapidly. The cruel battle was on, and extended far into the afternoon. Hotspur's forces were surrounded by the king's men. No weary or helpless soldier was spared. No pity was shown. The battle field was a place of horror and cruelty. There Prince Hal and Hotspur met in a deadly combat. They fought for honor and for power. Prince Hal killed Hotspur, who fell fighting like the brave knight he was.

Adapted by MURIEL WARD

APPENDIX

The Use of Capital Letters

1. Begin every sentence with a capital letter.
2. Begin every proper name with a capital letter.
3. Begin words derived from proper names with capital letters.
4. Begin every title prefixed to a proper name with a capital letter.
5. Begin each line of poetry with a capital letter.
6. Use capital letters in writing the words *I* and *O*.
7. Begin the first word of a direct quotation with a capital letter.
8. Use capital letters for the important words in titles.

Marks of Punctuation

1. Place a period after every statement.

The sun is shining.

2. Place a period after abbreviations.

Capt., Mr., Jan., Mrs.

3. Place a question mark after every question.

Where are you going?

"Where are you going?" she asked.

4. Use a **comma** before a direct quotation.

Roosevelt said, "Thrift is common sense applied to spending."

5. Enclose the exact words of another in **quotation marks**.

"Please tell me your name," said the boy.

6. Use an **apostrophe** to show possession.

Mary's, children's, boys'.

7. Use an **apostrophe** to denote the omission of letters in a contraction.

Isn't, aren't, 'tis, we're.

Spelling Rules

1. To change words to denote more than one, we use the following rules:

- a. Add *s* or *es* to most words; as *boys*, *houses*, *boxes*, *watches*.
- b. If the word ends in *y* preceded by a consonant, change the *y* to *i* and add *es*; as *baby*, *babies*.
- c. In some words ending in *f* or *fe*, change the *f* or *fe* to *ves*; as, *loaf*, *loaves*; *knife*, *knives*.
- d. In a few words change the vowels; as *man*, *men*; *woman*, *women*; *tooth*, *teeth*; *mouse*, *mice*.

2. The letters *f*, *l*, and *s* at the end of words of one syllable containing only one vowel are generally doubled; as *puff*, *hill*, *grass*.

3. Words of one syllable ending in silent *e* usually have the long vowel sound, while words lacking the *e* have the short vowel sound; as, *can*, *cane*; *not*, *note*.

4. Words ending in silent *e* drop the *e* when *ing*, *er*, and *ed* are added; as, *bite*, *biting*; *write*, *writer*; *love*, *loved*. Exceptions to this rule are *shoe*, *shoeing*, *singe*, *singeing*.

5. Words ending in *y* usually change the *y* to *i* when *fy*, *ful*, *ly*, *ness*, and *ment* are added; as *beauty*, *beautify*, *beautiful*; *busy*, *busily*, *business*; *merry*, *merriment*.

6. When words of one syllable and words accented on the final syllable end in a single consonant preceded by a single vowel, the final consonant is doubled before any suffix that begins with a vowel; as *run*, *running*; *begin*, *beginning*; *stop*, *stopped*.

7. When *all* is added before a word and when *full* is added after a word, one *l* is usually dropped; as *most*, *almost*; *cup*, *cupful*.

Abbreviations

Abbreviations, with a few exceptions, are not allowable in ordinary composition, including letters. They are convenient, however, in making lists, in literary references, and in certain technical writing where a term occurs frequently.

The abbreviations for states, territories, and possessions of the United States are those authorized by the government.

The abbreviations for measures are used for both singular and plural unless otherwise stated. For example, *A.* stands for *acre* and for *acres*, *in.* for *inch* and for *inches*.

STATES, TERRITORIES, AND POSSESSIONS OF THE UNITED STATES

| | |
|-----------------------------|---------------------------|
| Ala., Alabama | N. Dak., North Dakota |
| Ariz., Arizona | Nebr., Nebraska |
| Ark., Arkansas | Nev., Nevada |
| Calif., California | N. H., New Hampshire |
| Colo., Colorado | N. J., New Jersey |
| Conn., Connecticut | N. Mex., New Mexico |
| D. C., District of Columbia | N. Y., New York |
| Del., Delaware | Okla., Oklahoma |
| Fla., Florida | Oreg., Oregon |
| Ga., Georgia | Pa., Pennsylvania |
| Ill., Illinois | P. I., Philippine Islands |
| Ind., Indiana | P. R., Porto Rico |
| Kans., Kansas | R. I., Rhode Island |
| Ky., Kentucky | S. C., South Carolina |
| La., Louisiana | S. Dak., South Dakota |
| Mass., Massachusetts | Tenn., Tennessee |
| Md., Maryland | Tex., Texas |
| Mich., Michigan | Va., Virginia |
| Minn., Minnesota | Vt., Vermont |
| Miss., Mississippi | Wash., Washington |
| Mo., Missouri | Wis., Wisconsin |
| Mont., Montana | W. Va., West Virginia |
| N. C., North Carolina | Wyo., Wyoming |

Alaska, Guam, Hawaii, Idaho, Iowa, Maine, Ohio, Samoa, and Utah should not be abbreviated.

MONTHS OF THE YEAR

| | |
|----------------|------------------|
| Jan., January | Aug., August |
| Feb., February | Sept., September |
| Mar., March | Oct., October |
| Apr., April | Nov., November |
| | Dec., December |

May, June, and July should not be abbreviated.

DAYS OF THE WEEK

| | |
|----------------|------------------|
| Sun., Sunday | Wed., Wednesday |
| Mon., Monday | Thurs., Thursday |
| Tues., Tuesday | Fri., Friday |
| | Sat., Saturday |

GENERAL ABBREVIATIONS

| | |
|--|---|
| A., acre | do., ditto |
| @, at | doz., dozen |
| A.M. (<i>ante meridiem</i>), before noon | Dr., Doctor |
| ans., answer | etc. (<i>et cetera</i>), and so forth |
| Ave., Avenue | f.o.b., free on board |
| bu., bushel | ft., foot |
| Capt., Captain | gal., gallon |
| Co., Company, County | Gen., General |
| c/o, in care of | Gov., Governor |
| C.O.D., cash on delivery | Hon., Honorable |
| D.D., Doctor of Divinity | hr., hour |

| | |
|--|--|
| in., inch | P.O., Post Office |
| inst., instant, the present month | Prof., Professor |
| | P.S., Postscript |
| | pt., pint |
| Jr., Junior | |
| | qt., quart |
| lb., pound | |
| Lieut., Lieutenant | R.F.D., Rural Free Delivery |
| | Rev., Reverend |
| M.D., Doctor of Medicine | R.R., Railroad |
| Messrs., Messieurs | |
| mi., mile | sec., second, secretary |
| min., minute | sq., square |
| mo., month | Sr., Senior |
| Mr., Mister | St., Street, Saint |
| Mrs. (<i>pronounced</i> Mis'is or Mis'iz) | Supt., Superintendent |
| Mt., Mount or Mountain | Treas., Treasurer |
| N.B. (<i>nota bene</i>), note well | ult. (<i>ultimo</i>), last month |
| no., number | U.S.A., United States of America; United States Army |
| o.k., all right | U.S.N., United States Navy |
| oz., ounce | |
| p., page; pp., pages | yd., yard |
| pk., peck | yr., year |
| P.M. (<i>post meridiem</i>), after noon | |

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